



FAIR ACRES FEDERATION



SCHOOL BEHAVIOUR POLICY AND ANTI BULLYING POLICY

NEXT REVIEW DUE – May 2023

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

STATEMENT OF INTENT

It is a primary aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

AIMS

- To foster a caring, supportive atmosphere in which teaching and learning can take place in a safe and happy environment.
- To reinforce the good behaviour of all ages and abilities of children, which will help to promote confidence and self-esteem.
- To make clear to the children the distinction between minor misdemeanours and serious misbehaviour and the response that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To respect the rights of each child.
- To ensure that reasons behind behavioural issues involving vulnerable and SEND pupils are investigated thoroughly.

- We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:
 - Promoting desired behaviour.
 - Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
 - Ensuring equality and fair treatment for all.
 - Praising and rewarding good behaviour.
 - Challenging and disciplining misbehaviour.
 - Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
 - Encouraging positive relationships with parents.
 - Developing positive relationships with pupils to enable early intervention.
 - Promoting a culture of praise and encouragement in which all pupils can achieve.
 - Positive mental health and wellbeing are promoted

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. The schools have staff trained in wellbeing support and intervention.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

Our School Values were chosen by the pupils, parents and staff. They reflect those values which we feel are important in our school, and which help in promoting good behaviour. All of our school values incorporate and promote British values.

At the Fair Acres Federation, we value:

- being respectful and considerate
- being part of a community
- making good choice
- being safe
- being an individual
- being the best we can be

EFFECTIVE CLASSROOM MANAGEMENT

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

All pupils are encouraged to exhibit good behaviour and to feel valued for their contribution to the life of the school; this is reinforced through a variety of systems of praise and rewards for all children. These systems include:

- Team/House Points
- Class rewards and certificates
- Whole school achievement awards
- Stickers
- Reward times
- Head Teacher awards

RESPONSES TO UNACCEPTABLE BEHAVIOUR

There may be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The Class Teacher deals with minor forms of unacceptable behaviour in a caring, supportive and fair manner, having regard to the age of the child, nature of the incident and acceptance on the child's behalf of their misbehaviour. Persistent minor forms of unacceptable behaviour should be communicated to parents/carers.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

Each case of unacceptable behaviour is treated individually according to the child's specific needs and rights. Generally, children are reminded that they are responsible for their own actions and that rule breaking will demand a response. Involving and communicating with parents is key to a successful outcome.

Teachers have a system of red cards which they can use to call for support within the classroom from the Head Teacher or another staff member. A red card can be taken to the school office to alert other staff to the incident and initiate response systems. These cards should be visible in the class for supply teachers and other adults.

Normal responses include an oral reprimand and reminder of expected behaviour, loss of some free time (such as break times), moving in class to sit alone, writing a letter of apology or loss of a responsibility. Each child does have the right to play and free time, children have the right to be protected from harm so the response to each incident will be considered with these rights in mind.

If the unacceptable behaviour is persistent, recurring or extreme - parents become involved; the Headteacher is also informed so the behaviour can be logged. A child might then be placed on a daily or weekly report system, with the parent's support, to monitor their behaviour.

Vulnerable and SEN children for whom behaviour is an issue will have specific behaviour plans which outline agreed strategies to modify and reinforce positive behaviour. Children who need specific support are identified and reasons for misbehaviour are investigated thoroughly. The SENCO and outside agency support will be sought and referrals may be made to Speech and Language Specialists, Pathways, Educational Psychologist or other agency if appropriate, in order to put in place individual behaviour plans. Specific information relating to vulnerable and SEN children is detailed in the SEN Policy.

There is a standard procedure for more serious forms of unacceptable behaviour including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, harassment of others, refusal to work, and disruptive behaviour in class. This type of behaviour is rare and it is the duty of the Head Teacher or member of the SLT to deal with it promptly, particularly if the problem persists. The response to this behaviour should be made in consideration of the Rights of the Child.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

PROCEDURES FOR DEALING WITH SERIOUS FORMS OF UNACCEPTABLE BEHAVIOUR

1. A verbal warning from a member of the teaching team and a suitable punishment (e.g. the loss of some play). Parents informed verbally of the child's unacceptable behaviour. Parents and child are informed that this situation should not happen again or there will be further consequences.
 2. A repeat of serious unacceptable behaviour would then result in an increase in loss of privileges / temporary move to another class and a letter to the parent informing them that this was the child's final warning.
 3. At this stage a behaviour management plan needs to be drawn up in consultation with appropriate staff and agencies.
 4. If, after this support, the behaviour recurs, a fixed term exclusion will be considered. A meeting will be held with parents on the child's return to school.
 5. If the child involved does not modify their behaviour then either another fixed term exclusion will take place or, in a very serious case, permanent exclusion will be considered by the Head Teacher. Advice from the Local Authority will be sought. Parents have the right of appeal to the Governing Body against any decision to exclude their child either permanently or fixed term. The appeal must be made within ten days of the exclusion and be sent to the Clerk of the Governing Body.
- Very serious forms of unacceptable behaviour that affects the health and safety of pupils at the school could result in suspending the above procedure and the child being excluded immediately.
 - If a child seriously misbehaves on a school trip, the trip leader should contact the school. A member of the SLT will decide if the child should be immediately returned to school by a member of staff. If this is not possible, the parent/carer of the child may be contacted to collect the child and return them to school.

SEXUAL ABUSE AND DISCRIMINATION

We prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item

LUNCHTIME SUPERVISION

At lunchtime, supervision is by the Midday Supervisors. The MDS staff will reinforce positive behaviour by reminding the children of the standard of behaviour expected. Repeated minor problems may result in the child being given a five minute “time out”. This should defuse the situation. The MDSs refer misbehaviour to the Class Teacher at the end of the lunchtime, if necessary. Serious or persistent behaviour should be recorded.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher. This results in loss of privileges and break times. Parents will be informed if there is no improvement and the child may be asked to stay inside under supervision or be excluded from the premises at lunchtime in extreme circumstances. Alternative provision at break times may be considered in some circumstances.

PARENTS

Parents can help by recognising the School's Behaviour Policy. They sign a Home School Agreement at the beginning of the year. This requests close co-operation between the parents and the school in matters of behaviour. Parents are asked to discuss the Home School Agreement with their child, emphasising that they support the agreement.

Attending Parents' Evenings and Parent Functions, and by developing informal contact with the school, will help to reinforce parent's support. Parents should recognise that staff will consistently promote positive behaviour and will work with parents to help improve a child's behaviour. The school pledges to tackle behaviour difficulties in a proactive and positive way. We ask parents to support us in working together in a planned and calm manner.

INTERVENTION

If a child attacks another child or adult violently and is unable to calm down, reasonable force will be used to restrain the child if necessary. The child will be removed and taken to the Head Teacher or senior teacher, who will contact the child's parents.

The incident will be recorded in full and the situation discussed with a member of SLT (senior leader), who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc. For further guidance, refer to the School Policy on Physical Restrain. Members of staff involved in handling all have Team Teach training.

In accordance with the DFE Guidance 'Behaviour and Discipline in Schools' 2012, school staff also can:

- Screen and search pupils
- Use reasonable force or make other physical contact
- Discipline beyond the school gate

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

- Provide pastoral care for school staff accused of misconduct
- Decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

These measures should only be used by appropriately trained members of staff. Intervention is logged.

Intervention would only be used in accordance with Safeguarding and Use of Reasonable Force guidance. If a member of staff is accused of misconduct, the DFE Guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be used.

MONITORING AND EVALUATION

The School's Behaviour Policy will be monitored and evaluated through an annual review process involving: teachers, Senior Leadership Team, and the Governing Body.

ANTI-BULLYING POLICY

INTRODUCTION

We believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school

AIMS

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

We aim, as schools, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What is bullying?

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations

TYPES OF BULLYING

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out as follows:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

THE ROLE OF GOVERNORS

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representation of the governing body.

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 support staff) 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 anti-bullying policy on request.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The head teacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

THE ROLE OF THE TEACHER AND TEACHING SUPPORT STAFF

Teachers and teaching support staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers or teaching support staff witness an act of bullying, they do all they can to support the child who is bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.

If, as teachers and teaching support staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment and follow up intervention for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the special needs co-ordinator. We then invite the child's parents into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies. In some cases, the school works with Behaviour Outreach to support children with their relationships with others.

All meetings with parents must be followed up, a review date set and strategies/action should be evaluated.

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

THE ROLE OF PARENTS

Parents who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. The school pledges to tackle bullying in a proactive and positive way. We ask parents to support us in working together in a planned and calm manner.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

PREVENTION

The school will clearly communicate a whole-school commitment to addressing bullying through lessons, class council discussions, assemblies and by regularly communicating expectations.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities etc.

PEER-ON-PEER ABUSE

Our school have a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services, where the DSL (Designated Safeguarding Lead) deems this appropriate in the circumstances.

CYBERBULLYING

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school,

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow school behaviour sanctions as outlined in this policy.

Parents will also regularly be advised on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if they have concerns.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

BULLYING OUTSIDE OF SCHOOL

Staff will remain aware that bullying (of all types) can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Peer-on-peer Abuse Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

RECORD KEEPING

The DSL will ensure that records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying file, and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Signed..... Date.....
Chair of Governors

FAIR ACRES FEDERATION BEHAVIOUR AND ANTI BULLYING POLICY

Signed..... Date.....
Headteacher