



School Behaviour Policy including Anti - Bullying

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Approved By	A Pincher

Change of Record		
Version	Date	Description
Version 1.1	August 21	Updated to include information on sexism and sexual harassment
Version 1.2	August 22	Updated due to revised DfE guidance

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Using inappropriate language
- Disrespect to other pupils or staff
- Refusal to follow instructions
- Intentionally distracting others
- Refusing to complete work
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Physical violence towards staff or pupils
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out below:

Preventing Bullying

Statement of Intent

We are committed to providing a nurturing, supporting, welcoming and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind at The Regis Academy is unacceptable. If bullying does occur, all pupils should be able confident and comfortable to disclose this to staff and know that incidents will be dealt with promptly and effectively.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can often be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Consideration of Bullying

During their time at the school, pupils may have disagreements with their peers and experience breakdowns in friendship groups. In these situations, pupils can feel upset and hurt. However, we would not consider this bullying. In order to be considered bullying, the behaviour must be aggressive and include:

An imbalance of power: Pupils who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Bullies also need support, and it is our duty to determine why the bully is

behaving as they are and support them with overcoming and ultimately changing this behaviour.

The Regis Academy has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this policy:

- All Governors, staff, pupils and parents/carers should have an understanding of what bullying is
- All Governors, staff should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

Signs and Symptoms

A young person may indicate signs or behaviour that she or he is being bullied. Adults should be aware of these possible signs and they should investigate if a young person:

- Is frightened about travelling to and from school
- Changes their usual routine
- Is unwilling to attend school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Has disturbed sleep patterns
- Achievement levels reduce
- Has possessions that are damaged or 'go missing'
- Has unexplained cuts / bruises
- Becomes aggressive, disruptive or unreasonable
- Starts bullying others themselves
- Stops eating
- Is reluctant to explain what is wrong
- Gives improbable excuses when questioned
- Is nervous or anxious when receiving cyber messages/using the internet

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Procedures

- All pupils, parents and staff can report bullying to the DSL and Deputy.
- Incidents of bullying will be recorded by staff on our My Concern System
- In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem. If necessary and appropriate police will be consulted
- Bullying behaviour or threats of bullying must be investigated by DSL and Deputy
- Attempts must be made to help the bully change their behaviour through various strategies that the safeguarding and pastoral team will put in place.

Outcomes

1. If appropriate and genuine the bully may be encouraged to apologise, and the pupils will be reconciled
2. Other consequences will be considered depending on severity
3. In serious cases a suspension and even permanent exclusion will be considered
4. After incidents of bullying have been dealt with cases will be reflected upon and discussed by staff with a view to prevent repetition

Incidents of bullying monitored regularly by the DSL and Deputy and reported to Governors.

Prevention through Education

We will use the following methods to endeavour to prevent bullying at The Regis Academy:

- Clearly explain 'preventing bullying' at point of induction
- Clearly explain safe use of internet during induction
- Discuss bullying and potential consequences to pupils
- Ensure PSHE curriculum includes bullying
- Display anti-bullying posters in each classroom
- Integrate stories, poems, articles about bullying into the English curriculum
- Ensure staff are equipped with information and support (see below) regarding bullying

Help organisations:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Further advice, guidance and support www.kidscape.org.uk

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head of centre to account for its implementation.

5.2 The head of centre

The head of centre is responsible for reviewing and approving this behaviour policy.

The head of centre will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The head of centre will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The head of centre will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on My Concern

The head of centre and pastoral manager will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Behaviour is a very important part of doing well in our school. We want pupils to feel happy and safe when they are in The Regis Academy.

We expect pupils to be 'Ready, Respectful, Safe'

Are you ready?

- Full of fuel for your day
- On time for lessons
- In a positive mindset
- Trying your best
- Drink water during the day

Are you respectful?

- Follow instructions from staff
- Listen to staff and others
- Respect equipment provided
- Use kind words
- Take pride in what you are doing
- Look out for others in the class and around school

Are you safe?

- Stay on school site
- Be where you are supposed to be
- Act as a positive role model
- Think before you speak
- Keep your area tidy

7. Rewards and sanctions

Negative behaviour will be dealt with by staff in the class through the reinforcement of Ready, Respectful, Safe resulting in an average score per pupil. Staff for each group have the authority to apply the sanctions below to ensure all pupils have the best possible opportunity to succeed.

At The Regis Academy we acknowledge that each pupil and each incident will need to be dealt with on an individual basis taking into account the needs of the individual so the below table shows possible ways an incident of negative behaviour can be handled by staff.

<u>Behaviour Strategy</u>	<u>Possible Teacher Response</u>	<u>Possible Consequences</u>
<u>Stage 1 - Warning</u> <i>Causing a distraction Refusal to follow instructions Negative attitude Disrespect</i>	<ul style="list-style-type: none"> • Spoken to by lead member of staff <i>"If you continue with this behaviour you will receive a yellow card"</i> • Reminded of Ready, Respectful, Safe • Asked to move within the class 	
<u>Stage 2 - Yellow Card</u> <i>Any behaviour that has not improved following above interventions</i>	<ul style="list-style-type: none"> • Asked to leave the room to 'Cool Down' • Phone call home • Moved into another classroom (if appropriate) 	<ul style="list-style-type: none"> • Miss half of daily Golden Time • Removal of some Class Dojo points • Miss break/lunchtimes
<u>Stage 3 - Red Card</u> <i>Any behaviour that has not improved following above interventions Bullying Peer on Peer Abuse Damaging Property Physical violence towards others Possession of drugs/weapons</i>	<ul style="list-style-type: none"> • Spoken to by a senior member of staff • Moved into another classroom for the remainder of the day (If appropriate) • Work in Senior Staff's Office (If appropriate) • Sent home for the remainder of the day • Meeting with parents/carers (referring school if applicable) • Police intervention (If appropriate) • Exclusion meeting with parents (referring school if applicable) 	<ul style="list-style-type: none"> • Miss all of daily Golden Time • Removal of some Class Dojo points • Internal Exclusion • Suspension followed by a reintegration meeting

'Refocus Time' can be used to reflect on incidents of negative behaviour and act as an intervention for pupils to make a positive change to moving forward. As a result, pupils may be asked to move into another classroom to complete 'Refocus Time' before being allowed back into class. Staff will make a decision on when this is implemented based on the nature and timing of the incident.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

Good to be green

This is one of the ways in which your behaviour is recorded in the classroom. Everyone starts the day on a green card. Pupils may be moved to a yellow card if we don't think they are being Ready Respectful Safe. If this doesn't improve then the pupil would be moved to a red card. It is important to remain on a green card to help yourself and everyone else to stay on task. You can do this by following the Ready, Respectful, Safe rules.

Class Dojo

Each class will be trying to add to the Class Dojo total. This is a team effort and requires all pupils to play their part. Good behaviour in the classroom and around the school will be rewarded with Dojo Points! Each class / child has individual targets to reach with a prize for each target reached.

There is the opportunity for pupils to take part in 15 minutes of golden time at the end of every day.

Other reward that can be put into place for pupils:

- Praise
- Celebration assemblies
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Match tickets to a WBA FC fixture
- Reward trips

Pupils may also spend some time out of their class with the Pastoral Manager if needed when an incident has taken place.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Any incidents that occur parents / carers will be informed and involved in what happens next.

Sanctions could include:

- A verbal warning
- Pupils apologising to their peer
- Community service
- Pupils being separated
- A period of internal suspension (length dependant on incident)
- suspension (length dependent on incident)
- Permanent exclusion
- If the pupil is dual registered, they may be asked to return to their referring school

Some 'lower level' incidents such as a sexist comment may be dealt with through education or our curriculum. We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will always consider:

- The age and developmental stage of alleged perpetrator(s)
- The nature and frequency of the alleged incident
- How to balance the sanction alongside education and safeguarding support. If this is necessary, they will take place at the same time

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

All pupils and staff at The Regis Academy are entitled to work in a safe and supportive environment where everyone is valued. The school recognises that it has an explicit duty to safeguard and protect children and young people and this policy should be read in conjunction with the Safeguarding and Child Protection Policy.

Effective learning takes place where high expectations of behaviour are clearly communicated, and bullying is not tolerated. Positive reward provides the motivation to succeed. It is upon these principles that the pupil 'Ready, Respectful, Safe' contract (Appendix 1) are founded. The contract is agreed by the pupils, staff, parents and Governors of the Regis Academy. It is the responsibility of all concerned to ensure that standards are upheld and that the pupils become entitled:

- To be valued
- To be actively encouraged to achieve and succeed at a level appropriate to age and individual ability
- To develop independence and personal responsibility
- To develop and justify personal viewpoints in a climate which encourages active listening, open discussion and respect
- Pupils are expected to extend these same entitlements to everyone at The Regis Academy and the wider community.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of 1 hour

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings Pastoral Manager
- Use of teaching assistants
- Personalised timetable
- Where possible change in staffing for the pupil

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All staff trained in Team Teach

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and CPD throughout the year.

Staff are regularly asked to feedback about support of training they may need, and the head of centre will find appropriate training for twilight sessions and INSET

A high percentage of our children are referred to us due to their behaviour needs so this type of training is always a priority.

We have a staff training log

11. Monitoring arrangements

This behaviour policy will be reviewed by the head of centre and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the head of centre and pastoral manager.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

