

BEHAVIOUR and ANTI-BULLYING POLICY

Date of last review	9 January 2017	Date of next review	April 2018
Review period	Three years (from April 2015)	Owner	CEO and principals
Type of policy	Statutory		

Paradigm Behaviour Policy

This Behaviour and Anti-Bullying Policy applies to all Academies within Paradigm Trust. It is based on the Department for Education's (DfE) current guidance available on its website. This policy acknowledges the Trust's legal duties under the Education Act 2002, the Education and Inspection Act 2006 and the Equality Act 2010, in respect to safeguarding and to pupils with disabilities and special educational needs (SEND).

1. Principles underpinning the Behaviour and Anti-Bullying Policy

The Board of Directors is responsible for setting general principles that inform the behaviour policy and expects the following:

- pupils show respect and courtesy towards teachers and other staff and towards each other;
- parents/carers encourage their children to show respect and support the Academy's authority to discipline its pupils;
- the Principal creates a culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the Academy;
- each Academy works positively with external agencies and seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available;
- every teacher will be good at managing and improving children's behaviour.

2. Aims

The aims of the Behaviour and Anti-Bullying Policy are to:

- promote good behaviour, including learning behaviours e.g. listening, attention, participation, effort, positive attitude, co-operation;
- promote self-esteem, self-discipline including a sense of responsibility for actions and consequences, proper regard for authority and positive relationships based on mutual respect;
- ensure fairness of treatment for all;
- encourage consistency of response to both positive and negative behaviour;
- promote early intervention;
- provide a safe environment free from disruption, violence, bullying and any form of harassment, including radicalisation;

- encourage a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the Trust's policy and each Academy's associated procedures.

3. Roles and responsibilities

The Board of Directors have established, in consultation with the CEO, Principals, staff and parents/carers, the Behaviour and Anti-Bullying Policy and keeps it under regular review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the Trust's expectations about pupil behaviour are clear. Directors will support each Academy in maintaining high standards of behaviour.

The Principal of each Academy will be responsible for the Trust's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the Academy's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures.

The Trust's Education Committee, CEO, Principals and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour on or off the Academy site and will be made aware of the Academy policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment, including radicalisation, are reported immediately.

4. Powers to discipline

Teachers, teaching assistants and all other paid staff with responsibility for pupils have the authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. The authority to discipline applies to pupil behaviour in and outside the Academy (when they are engaged in Academy related activities).

5. The Trust's rules for each Academy

The core rules are:

- follow instructions and listen/sign well so you can learn;
- move safely around the Academy;
- show respect for everyone and everything;
- be kind, polite, cooperative and helpful;
- keep your hands and feet to yourselves at all times;
- adhere to what may or may not be brought in to school;
- always try to achieve your best.

6. Promoting good behaviour

The Trust believes that noticing and reinforcing good conduct, attitudes and achievement promote good behaviour. Each Academy will:

- recognise pupil's achievements beyond classroom activities;
- build positive relationships with pupils through respect, genuineness and empathy;
- provide a safe and predictable learning environment where children are not afraid to make mistakes;
- use incentives, such as praise and encouragement and creating opportunities for success;
- understand the emotional aspects of learning and ensuring that children build self esteem;
- reflect the Trust's values.

7. Partnership with parents/carers

The Trust recognises the importance of working in partnership with parents/carers. It values good relations with and participation of parents/careers. The Trust pledges to always listen to the views and concerns of parents/carers and to provide support for them whilst working together in the best interest of their children.

Parents/carers can help by:

- showing a positive attitude towards the school;
- taking an interest in their child's progress;
- supporting their child in any assignment to be completed at home outside the Academy;
- attending meetings;
- informing the Academy of concerns they may have;
- abiding by the home/school agreement.

8. Rewarding good behaviour

These are some of the rewards that are used to recognise good behaviour and/or pupil achievement:

- verbal praise that notices and reinforces desirable behaviours and attitudes;
- informing parents/carers of their child's success;
- celebrating success through assemblies and each Academy's newsletter;
- displaying work and highlighting achievement.

These rewards may change over time.

9. Correcting and responding to misbehaviour

These are some of the positive strategies used by the Trust's Academies:

- intentional ignoring;
- redirecting;
- criticising the behaviour and **not** the pupil;
- being consistent and treating pupils fairly;
- encouraging pupils to take responsibility for actions by assigning them tasks to repair outcomes of misbehaviour;
- allowing pupils time to cool down or take time out within the classroom or another designated classroom;
- privately discussing a pupil's behaviour with them and making agreements towards change;
- giving pupils time to respond to instructions and preserve their dignity;
- using warnings and being clear about expectations;
- referring pupils to miss part of their free time in school in order for them to think about their actions and give suggestions of how they can improve their behaviour;

- following up reports from pupils and staff of bullying, racial or sexual discrimination, radical and/or extreme religious views and/or any incidents of verbal or physical aggression;
- informing parent/carers about incidents or concerns and working in partnership with parent/carers.

10. Sanctions

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary sanction, on the Academy premises, in response to poor behaviour.

Reasonable penalties can include: confiscation, retention or disposal of a pupil's property and detention both in and outside Academy hours.

Sanctions will be proportionate and reasonable, taking account of the pupil's age, any SEND and any religious requirements affecting them.

Detentions

- Teachers have a legal power to put pupils (under 18) in detention but will act reasonably and ensure the pupil's safety is not compromised.
- With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Parental consent is not required for detentions.
- The Trust follows the prevailing DfE guidance with regard to arrangements for detentions outside Academy hours.

Confiscation

- Members of staff are able to retain or dispose of a pupil's property as a sanction. Staff are protected from liability for damage to, or loss of, any confiscated items.

Exclusions

- Paradigm Trust follows the prevailing guidance from the DfE on all matters relating to exclusion, including permanent exclusion.
- The Principal will decide whether to exclude a pupil, for a fixed term or permanently, in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.
- In line with DfE guidance, permanent exclusion is appropriate:
 - in response to a serious breach, or persistent breaches, of the Trust's behaviour policy (as implemented at local, school level, including in term of the broad expectations

- which are communicated to pupils on a day-to-day basis);
 - and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Examples of serious breaches for which permanent exclusion might be a reasonable response to a first offence include, but are not limited to:
 - serious actual or threatened violence against another pupil or a member of staff
 - sexual abuse or assault
 - supplying an illegal drug
 - carrying an offensive weapon
 - arson
 - behaviour which poses a significant risk to the child's own safety
- The list above is in no way intended to be exhaustive nor to limit the principal's authority to make reasonable decisions regarding permanent exclusions or the Directors' authority to uphold such decisions
- Parents/carers have the right to make representations to the Trust's Directors about an exclusion and the Directors will review the exclusion decision in certain circumstances, which include all permanent exclusions. In these circumstances, the function to consider an exclusion will be delegated to a sub-committee ('an exclusion panel') which is convened and populated for this purpose, as required from time to time. This panel will, as far as practical, be chaired by a Director, and two additional panel members will be identified from Directors; elected academy councillors; and/or members of any Trust community fora which are in operation at the time.
- The chair of the Education Committee or, in his or her absence, the chair or vice chair of the Board, is authorised to agree the staffing of an exclusion panel, as required from time to time. If suitable panellists cannot be identified from the sources indicated (above), the chair of the Education Committee or, in his or her absence, the chair or vice chair of the Board, reserves the right to make appointments, as s/he sees fit, to the exclusion panel.
- Panel members will be selected to avoid any potential, actual or perceived conflict of interest (i.e. if a panel is to include elected academy council representatives, these should generally be representatives from another school or, if a panel is to include elected council members from the school where the permanent exclusion has occurred, these members must not have any connection to the pupil whose exclusion is being considered). Employees of the Trust should not be appointed as panellists, for the sake of avoiding a conflict of interest.

- Where the Directors of the Trust uphold a permanent exclusion parents/carers have the right to appeal the decision to an independent appeal panel. Academies have a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.
- Parent/carers are informed immediately in writing of an exclusion. For day 1 to 5 of the exclusion, pupils are expected to carry out schoolwork at home under the supervision of a parent/carer. From day 6 of the exclusion, pupils are expected to attend the Pupil Referral Unit or an alternative educational setting. External exclusions are logged with the Local Authority through incident reporting. The Academy maintains its own register for internal and external exclusions.

11. Targeted support for pupils with social, emotional and mental health needs (SEMH)

Some pupils experience SEMH needs for a variety of reasons, e.g: early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination and disaffection.

Pupils are identified through different school systems, such as: pupil progress meetings and SEND highlighting, as well as through concerns raised by staff and/or parent/carers.

Thought is given and investigation is made to gain an understanding of the cause and nature of the misbehaviour and consideration is given to how the underlying causes will be addressed through intervention and support.

The Academy will endeavour to address these needs through provision of additional support in the form of:

- classroom based target booklets or behaviour logs to increase monitoring, provision of incentives and enable parent/carer participation;
- individual behaviour support planning and allocation of a SEND TA where appropriate;
- referral to, and possible allocation of, a learning mentor;
- referral to participate in social, emotional and mental health skills (SEMH) groups;
- referral to the educational psychologist, Attendance and Welfare Advisor (AWA) or other relevant voluntary or other outside agencies;
- use of a Common Assessment Framework (CAF) referral to access the Local Authority's Support for Learning Service (SLS) Behaviour

- Support Service or for a multi-agency approach e.g. Team Around the Child meetings;
- Referral to Child and Adolescent Mental Health Services (CAHMS) where appropriate.

12. Specific support for pupils at risk of exclusion

Some pupils who experience SEMH needs, show extremely challenging behaviour and this behaviour can put them at risk of exclusion. The Trust is committed to providing support for these pupils in a number of ways to avoid exclusion.

Pastoral Support Plan (PSP) based support

Early identification of vulnerable pupils who present challenging behaviour is a priority. Behaviour or educational psychologist assessment advice is sought in order to inform personalised planning. Intensive intervention programmes are developed to support the pupil to change behaviours that interfere with their and other's learning; that interfere with them being included in the classroom and/or their inclusion in the activities and routines of school life.

PSP based support consists of the following:

Relationships

- Close and intensive working with the pupils helps staff to gain insight into the emotions underlying the behaviours presented.
- Teachers and school staff are supported in their relationship with the pupil.
- A trusting relationship will be built with the pupil and with the pupil's parent/carer.

The intensive intervention programme

- An individual intervention plan is developed by an appropriate member of staff or external agency, which includes strategies to help the pupil work towards integrating into school life; timetables, for example, may be modified for a period of time to improve the pupil's chances of accessing the curriculum; the pupil may be supported to find ways to interact with their peers through friendship groups and/or social skills support.
- The intervention programme supports the pupil to develop greater self-awareness; to be able to begin to identify the 'triggers' and 'flashpoints' of their negative behaviour and to give them strategies to help them to manage their difficult

emotions more productively and express themselves in more pro social ways.

- Clear systems for rewards and sanctions, which are unique to the individual pupil are built into the plans. Many of the whole school sanctions do not have an impact on these pupils and alternative ways of teaching them about consequences to their actions are put in place, e.g. that rewards built into their individual plan will be withdrawn.
- In the case of extreme destructive, aggressive or violent behaviour, the pupil will need to be withdrawn from the situation and taken to a safe place to calm down. Removal may require restraining techniques in line with section 93 of the Education and Inspections Act 2006. **(Refer to Physical Intervention/Restraint Policy)**
- In cases where behaviour has become uncontrollable and presents a risk to the health and safety of the pupil and those around them, despite the consistent and appropriate use of agreed strategies and approaches, the Principal or designated member of staff will direct either an internal or an external exclusion. **(See above for the Trust's exclusions' procedure.)**

Evaluating the impact of the intervention

The pupil may have made great progress towards integration into mainstream school life, however, he/she may still present challenging behaviours beyond the influence of the school, which cannot be changed or improved without intensive therapeutic provision. The Academy may then elect to refer the pupil to the SEN panel (Local Authority level) for consideration for an alternative educational setting.

13. Screening and searching pupils

Paradigm Trust adopts the prevailing guidance from the DfE on screening and searching pupils. Academy staff can search pupils with their consent for any item. The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item".

Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- lighters and matches;
- tobacco and cigarette papers;

- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the Trust which has been identified in the rules as an item which may be searched for.

The Trust will follow the latest legislation if a prohibited item is found as a result of a search.

14. Use of physical intervention/restraint

The Trust adopts the prevailing guidance from the DfE on the use of reasonable force to control or restrain. We acknowledge our legal duty to make reasonable adjustments for pupils with SEND. **(Refer to Physical Intervention and Restraint Policy)**

Parents/carers will be informed about the serious incidents involving the use of force.

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The Principal and staff authorised by the Principal (all staff are so authorised) can use such force as is reasonable when searching a pupil without consent for prohibited items (see the list above) except where the search is for an item banned by the Trust.

The Principal considers whether members of staff require any additional training to enable them to carry out their responsibilities and considers the needs of the pupils when doing so.

The list below provides examples of when reasonable force may be used, although this list is not intended to be exhaustive. The Academy may use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts an Academy event, trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the Academy premises/grounds;
- restrain a pupil at risk of harming themselves through physical outbursts.

15. Allegations of abuse against staff

The Trust adopts the prevailing guidance from the DfE on allegations of abuse against staff (**see Paradigm Safeguarding Policy**). Allegations of abuse are taken seriously and we deal with allegations in line with the Trust's procedure in a swift, fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

16. Monitoring and evaluation

Each Academy monitors and evaluates the effectiveness of the behaviour policy in a variety of ways. This includes:

- observations in classrooms by teachers;
- through partnership with advisors from outside agencies;
- observations and feedback from midday meals supervisors;
- take up of referrals and outcomes for families in need of support from outside agencies;
- pupils' feedback from the School Councils.

17. ANTI-BULLYING

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. Bullying can take many forms (for example, cyber-bullying via text messages or the Internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender or sexual orientation. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is the Trust's first priority but emotional bullying can be more damaging than physical; Academy staff make their own judgments about each specific case.

Further examples of bullying

Verbal	name calling, sarcasm, starting/spreading rumours, teasing
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Emotional	being confrontational, excluding, tormenting (e.g. hiding property, threatening looks/ gestures)
Physical	pushing, hitting, kicking, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact, sexually abusive comments
Homophobic	because of, or focussing on, the issue of sexuality
Cyber	use of technologies, internet, tablets, mobile telephones to embarrass, intimidate or harass

Important definitions

Victim

- An individual or group who suffers in any way, as a direct result of intentional and persistent harassment and/or victimisation by another individual or group.

Bully

- A person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance.

Bystander:

- A witness who fails to challenge or report bullying.

Bullying outside the Academy premises

Any bullying outside the Academy Premises, reported to the Academy, will be investigated, as far as is reasonable and possible. The Principal will consider whether it is appropriate to notify the police or other agencies of the actions taken against the pupil.

Prevention

Academy staff proactively gather intelligence about issues between pupils which might provoke conflict and have developed strategies to prevent bullying occurring in the first place. This involves talking to

pupils about issues of difference, in lessons, through dedicated events/projects and through assemblies. Staff are able to determine what will work best for their pupils, depending on the particular issues they need to address.

By creating an ethos of good behaviour, pupils treat one another and the Academy staff with respect because they know this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how actions affect others permeate the whole Academy environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

The Academy applies disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. The Academy also considers the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying will be provided with support.

Working together

Each Academy makes it easy for pupils to report bullying so that they are assured they will be listened to and incidents acted on. Pupils feel they can report bullying, which may have occurred outside the Academy, including cyber-bullying. Pupils understand the Academy's approach and are clear about the part they play to prevent bullying, including when they find themselves as bystanders.

Parents/carers are clear that the Academy does not tolerate bullying and they are aware of the need to inform Academy staff if they believe their child is being bullied. Parents/carers should feel confident the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

Each Academy regularly evaluates and updates its approach to take account of developments in technology.

Academy staff openly discuss differences between people that could motivate bullying and hinder progress in school, such as religion, ethnicity, disability, gender, sexuality or different family situations (e.g.

looked after children). We teach children that using any prejudice-based language is unacceptable.

Each Academy uses specific organisations and resources for help with particular problems and provides effective staff training.

Each Academy will work with the wider community such as the police and children's services if the bullying is particularly serious or persistent and where a criminal offence may have been committed, this includes bullying that is linked to radical or extreme views. Each Academy also works with other agencies and the wider community to tackle bullying that is happening outside Academy.

Paradigm Academies aim to:

- use the curriculum, especially personal, health, social health and citizenship education (PSHCE), religious education (RE), displays, focus weeks and weekly focuses and assemblies to raise awareness of the Academy's expectations and strategies and provide a foundation for pupils to explore bullying and related issues;
- adhere to the Behaviour and Anti-Bullying Policy to model positive behaviours and consistently apply the Trust's agreed way of working;
- encourage and teach our pupils to be empathetic, manage their emotions constructively and to reject anti-social behaviour in and out of the Academy;
- use peer mentors at break-times to act as positive role models who encourage play friendships, as well as report anti-social behaviour;
- involve all pupils, staff, parents/carers and directors to actively prevent bullying;
- give support to pupils who are being bullied;
- offer guidance, sanctions and support to bullies to help them change and make amends for their behaviour;
- seek support and help from outside agencies when necessary.

Each Academy will make every effort to deal with bullying on its premises and to prevent bullying outside the Academy gates. No Academy can be held directly responsible for bullying that takes place off site, by pupils of the Academy or by pupils of other schools or on a pupil's journey to and from the Academy. Academy staff will listen to and advise pupils and their families on how to address bullying in the community, including contacting the police if appropriate.

18. In the event of bullying each Academy carries out the following procedures:

Report bullying whether victim, witness, concerned parent/carer or friend through:

- playground staff and peer mentors;
- telling the leadership team, school staff;
- school administration office (reception);
- Home School Support Worker.

Investigate the situation by talking to the:

- pupils involved;
- witnesses;
- staff members;
- parents/carers.

Record on the appropriate form reports from:

- pupils involved;
- witnesses involved;
- any other information arising from the investigation;
- Local Authority incident report;
- the Academy's record keeping spreadsheet;
- next steps to ensure the bullying ceases and is resolved;
- repeated or unresolved bullying whether by a perpetrator or to a victim will need a more intensive intervention which will be informed through the CAF and the involvement of other professionals or agencies.

Respond to the bully by:

- informing staff;
- ensuring that they recognise, own, and reflect on their behaviour(s) and how it affects others;
- applying appropriate sanctions;
- guiding, supporting, advising and offering them strategies to change their behaviour;
- insisting that they take responsibility for their actions and help them to actively make amends;
- involving parents/carers;
- involving outside agencies when necessary;
- challenging specific forms of bullying e.g. those that are homophobic, racist or sexist in a constructive way through dialogue, not by punishment as this only suppresses beliefs rather

than changes them. In relation to homophobic name-calling, the Trust will challenge the negative use of the word 'gay'.

Respond to the pupil who is bullied, hurt or upset by:

- actively listening to the pupil;
- offering support and effective strategies to deal with unwanted behaviour(s). We do not tell pupils to 'ignore' it nor do we expect them to challenge it without support;
- informing staff, and as appropriate, allocate a key worker to monitor whether the victim feels safe and supported;
- protecting the pupil and ensuring their safety as and when necessary;
- involving parents/carers;
- referring parents/carers and/or pupils to appropriate organisations for advice, guidance and support through the CAF;
- involving outside agencies to support the pupil as appropriate;
- in the instance of cyber bullying advising victims to: inform their email service provider, secure and preserve evidence, not to respond to messages and, if warranted, to inform the police. Pupils will be informed on how to stay safe online. The Academy will inform the Local Authority through its incident reporting procedure.

Respond to parents/carer by:

- investigating their reports or concerns about their child;
- reporting back findings;
- keeping them informed of next steps;
- providing them with information on the safe use of electronic communication devices through anti-bullying advice leaflets;
- referring them on to appropriate outside agencies as appropriate.

Review the situation with:

- pupils involved;
- Academy staff;
- parents/carers and others as appropriate.

Annexe – Old Ford, Culloden, Solebay

Rules

At OFPA and SPA rules are colour coded, displayed around the Academies and matched with coloured stickers. These stickers are given to pupils as a reward and incentive. Rules are re-taught at the start of each term. At CPA rules are displayed around the Academy and matched with value stickers.

Rewards

As part of their rewards system, OFPA, SPA and CPA identify Star Pupils.

- Star Pupils are chosen each week by any adult working in the school. Star Pupils are not only pupils who have made specific achievements but are also those pupils who constantly show desirable behaviour and attitude. Star Pupils are acknowledged in assembly and weekly newsletters and a postcard/letter is sent to individual homes.
- The objective of this practice is to highlight the continually good, to give recognition to non-academic achievements, to highlight desirable attitudes/characteristics, to strengthen home/school links and to acknowledge activities within the community.
- In CPA, wristbands alongside certificates, are given each half term as part of receiving a nomination linked with the school values.
- Records of pupils achieving Star Pupil status are recorded for each pupil in the school's data management system.

OFPA award value stickers.

- Value stickers are awarded when pupils display behaviours associated with the Academy's 6 core values, which are: inspiring excellence; teamwork; mutual respect; integrity; commitment to lifelong learning and quality community relationships.
- When pupils have collected a sufficient number of stickers in their booklets, they are awarded a value badge. Pupils are encouraged to nominate peers for values awards.

- Values badges are awarded in assemblies to pupils who consistently demonstrate attitudes and behaviours associated with the core values.
- Individual letters to awarded pupils are sent home through the post. Values awards are recorded for each pupil in the Academy's data management system.

Sanctions

The 'Lunch Room' at OFPA is used for KS2 pupils who persistently misbehave in such a way that it disrupts other pupils' learning, e.g.: calling out, moving around the classroom, throwing objects, chatting/distracting, causing disagreements/conflict, or refusing to carry out learning activities. The following procedure is applied:

- pupils will be given 3 chances to stop the misbehaviour;
- if they do not they will receive a 'green lunch room' slip with a message from the teacher as to the nature of the misbehaviour;
- the pupils for the lunch room are collected from outside the Principal's office by the teacher supervising the lunch room on that day (location will be specified during morning briefing);
- pupils attend the lunch time room from 12:30 -12:50 pm under the supervision of a teacher;
- details of each pupil attending the lunch room are logged on the internal monitoring spreadsheet;
- If the disruption is at a level where the pupil should be removed for reasons of health and safety or risk to other pupils' well being; the pupil will be brought to an Assistant Principal to calm down.

Lunchroom referral process for CPA and OFPA

- 1 lunch room slip – referral to class teacher and parent/carer.
- 2 lunch room slips – referral to Assistant Principal LKS2 (KS1 at CPA) and UKS2 (KS2 at CPA).
- 3 lunch room slips – referral to Assistant Principal Inclusion who will meet with parent/ carer and pupil.
- 4 lunch room slips – referral to the Principal who will meet with parent/ carer and pupil and consider internal or outside agency support.
- If a pupil does not complete their work through misbehaviour, they may be kept in to complete the work during a part of lunchtime at the teacher's discretion. The teacher may also choose to send the work home for completion by the following day.

CPA follow the procedures below for pupils in KS1 and KS2 who persistently misbehave:

- the pupil will be given 3 chances to stop the misbehaviour;
- if not he/she will receive a 'lunch time' slip with a message from the teacher as to the nature of the misbehaviour;
- the pupil will then be expected to go to the Principal's office from 12.20 – 12.50pm where he/she will be collected by a designated adult, timetabled by Assistant Principal inclusion and escorted to a green slip room;
- the pupil will be expected to write what rule he/she breached and what he/she intends to do differently next time on a 'think it through' sheet, the sheet will then be given to Assistant Principal inclusion to monitor;
- if a pupil receives in excess of 4 lunch time slips in one term, his/her parents/carers will be contacted and invited to school to see their child's completed 'think it through' sheet. A meeting will be arranged for the parents/carers and pupil with the Principal.

Targeted support for pupils with social, emotional, behavioural developmental needs (SEMH)

- At OFPA there are regular intervention groups targeted at KS1 and KS2 pupils who persistently enter into conflicts in different settings around the Academy. This can include the allocation of SEND TA support.
- At CPA pupils are accessed individually in relation to their needs. Where possible adult support from a member of a classroom teaching assistant will be sort. Next steps will depend on the level of support/need of the child and so an SEND TA may be required.

Use of Physical Intervention and Restraint

Refer to the **Physical Intervention and Restraint Policy**

Anti bullying

At OFPA telling boxes are located in all classrooms. Pupils are encouraged to put in notes related to bullying. It helps if they write their name but they can remain anonymous. It is important that pupils feel listened to. Class teachers empty the box and follow up with pupils. Information from the boxes can form the basis for class meetings as long as no names are used. If a teacher feels that bullying is occurring, a report form is passed on to the relevant Assistant Principal for further investigation.

Bullying incident report forms are completed by staff for pupils or parents/carers. This provides a record of the investigation. Forms are passed on to the AHT inclusion. Report forms are logged with the Local Authority and on the school's record keeping spreadsheet. This data is used to monitor, report to directors and the Local Authority, and to identify pupils for further intervention or support.

Anti-bullying information, advice and support organisations:

Parents - dealing with Bullying - <https://www.gov.uk/bullying-at-school/the-law>

Internet Safety Advice for Parents - <http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/>

Anti- bullying strategies – <http://www.childline.org.uk>

Childline - <http://www.childline.org.uk>
(0800 11 11) – telephone lines open 24hrs.

Kidscape – <http://www.kidscape.org.uk>
(020-7730 3300) – open Monday to Friday between 10am and 4pm.

Bullying – <http://www.bullying.co.uk>

Family Lives - <http://www.familylives.org.uk>

Victim Support – <http://www.victimsupport.org.uk>

BBC Schools site – <http://www.bbc.co.uk/schools/parents/bullying>