

BEHAVIOUR AND ANTI-BULLYING POLICY

Date of last review	April 2018	Date of next review	April 2021
Review period	Three years	Owner	CEO and Principals
Type of policy	Statutory		

Statutory requirements

The behaviour policy has been based on the Department for Education's (DfE) current guidance. This policy acknowledges Paradigm Trust's (the Trust's) legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with disabilities and special educational needs (SEND).

Paradigm Trust vision

Paradigm Trust was formed with a very simple ethos: it is that every child is entitled to an outstanding education, with equal access to knowledge, skills, opportunities, aspirations, life chances and dignity.

We aim to provide this in many ways to every child at the schools in the Trust; leading with a well-planned and taught curriculum, in an environment where the safety and wellbeing of pupils are paramount.

Our aims are high achievement, excellence in all we do and a set of values that underpins all leadership decisions.

Principles

In line with Paradigm Trust's vision, the Education Committee is responsible, on behalf of the Board, for setting general principles that inform the behaviour policy. Directors expect the following:

- pupils and students to show respect and courtesy towards adults and each other;
- parents/carers to encourage their children to show respect and support the Trust's authority to discipline its pupils and students;
- principals to create a culture of respect by supporting staff authority to discipline pupils/students and ensuring that this happens consistently across the schools;
- principals and/or Directors (as appropriate) to deal with allegations against staff quickly, fairly and consistently in a way that protects the pupil/student and at the same time supports the person who is the subject of the allegation;

- every teacher to be effective at managing and improving children's behaviour.

Aims

The aims of the behaviour policy are to:

- promote good behaviour;
- promote self-esteem, self-discipline, 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;
- allow pupils and students to learn without unnecessary interruption or disruption;
- provide a safe environment free from violence, bullying and any form of harassment;
- encourage a positive relationship with parents and carers

Roles and responsibilities

Directors have established, in consultation with the CEO, principals, staff and parents/carers, the behaviour policy and keep it under regular review. It will ensure that it is communicated to pupils/students and parents/carers, is non-discriminatory and the Trust's expectations about pupil behaviour are clear. Directors will support principals in maintaining high standards of behaviour.

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

All staff, including 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 principals on the effectiveness of the policy and procedures.

The board, 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/students 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 the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

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

Powers to discipline

All staff have the authority and responsibility to discipline pupils/students whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. Our authority to discipline applies to pupil/student behaviour in and out of school.

School rules

The principal of each school sets rules for that school, based on the principles laid out in this policy, in a manner which reflects the age and maturity of pupils at the school. Rules are discussed with pupils in a proactive and regular manner. Rules are published on the relevant school web site.

Promoting good behaviour

The Trust believes that noticing and reinforcing good conduct, attitudes and achievement promote good behaviour. The principal of each school will ensure that:

- positive relationships with pupils/students are built, based on respect; pupil's achievements are recognised beyond classroom activities;
- a safe and predictable learning environment is provided, where children are not afraid to make mistakes;
- incentives, such as praise and encouragement are used, creating opportunities for success.

Rewards

We promote good behaviour by noticing and reinforcing good behaviours and attitudes and recognising pupil/student achievement.

The principal of each school sets the arrangements for recognising good behaviour and/or achievement, for that school, based on the principles laid out in this policy, in a manner which reflects the age and maturity of pupils at the school. The arrangements are discussed with pupils in a proactive and regular manner. Arrangements are published on the relevant school web site.

Preventing and tackling bullying

Directors adopt the prevailing guidance from the DfE.

Sanctions

Staff can impose any reasonable disciplinary sanction in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's/student's property; and detention both in and outside school hours.

Sanctions will be proportionate; in determining whether a sanction is reasonable we will take into account 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;
 - parent/carer consent is not required for detentions

- there is no requirement for notice to be given to parents/carers in advance of detaining a pupil
- the Trust follows the prevailing DfE guidance with regard to arrangements for detentions outside school hours.
- Confiscation
- Members of staff are able to retain or dispose of a pupil's/student'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 school 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/student 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 and/or that of others.

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/student 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. Schools have a duty to provide suitable full-time education for an excluded pupil/student 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/students are expected to carry out schoolwork at home under the supervision of a parent/carers. From day 6 of the exclusion, pupils/students 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 school maintains its own register for internal and external exclusions.

Screening and searching pupils/students

Directors adopt the prevailing guidance from the DfE on screening and searching pupils/students. Staff can search pupils/students 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;
- 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 school rules which has been identified in the rules as an item which may be searched for.

Staff may, lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has a good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury, or damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

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

Use of reasonable force

Directors adopt the prevailing guidance from the DfE on the use of reasonable force. We acknowledge our legal duty to make reasonable adjustments for pupils/students with SEND. Parents/carers will be informed about serious incidents involving the use of force.

All Trust staff have the power to use reasonable force to prevent pupils/students 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/student without consent for prohibited items (see the list above) except where the search is for an item banned by the school rules. 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/students when doing so.

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

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil/student behaving in a way that disrupts a school event or an educational visit;
- prevent a pupil/student leaving the classroom where allowing the pupil/student 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/student, or to stop a fight in the playground;
- restrain a pupil/student at risk of harming themselves through physical outbursts.

The policy statement (above) on the use of reasonable force supersedes any and all previous policy statements which Paradigm Trust has made on this issue.

Allegations of abuse against staff

The directors adopt the prevailing guidance from the DfE on allegations of abuse against staff. 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 child 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.

In the case of malicious allegations made by pupils/students, which are subsequently found to be false, the principal may, at his or her discretion, initiate an investigation to consider the matter. Based on the findings of that investigation, sanctions may be applied to the pupil/student in question. The Trust is committed to taking robust action, which could include permanent exclusion, where pupils/students are found to have deliberately made false allegations. In such cases, an exclusion panel will be formed, as described earlier in this policy, and the panel will hear the case on its merits, in line with prevailing DfE guidance and this policy. The Trust recognises that safeguarding of pupils/students is paramount – pupils/students will never be sanctioned for making an allegation against an adult, even if this is subsequently found to be not proven, provided that the pupil/student was acting in good faith at the time of making the allegation.

Involvement of outside agencies

The Trust works positively with external agencies and seeks appropriate support from them to ensure that the needs of all pupils/students are met by utilising the range of external support available.

Monitoring and evaluation

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

- observations in classrooms by teachers;
- observations and feedback from support staff;
- take up of referrals and outcomes for families in need of support from outside agencies;
- pupil/student feedback;
- parent/carer feedback through academy councils and parent/carer forms.

ANNEX 1 - 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 school's first priority but emotional bullying can be more damaging than physical; Trust staff make their own judgements about each specific case.

Bullying outside the school premises

Any bullying reported outside the school premises 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/student.

Prevention

Staff proactively gather intelligence about issues between pupils/students which might provoke conflict and have developed strategies to prevent bullying occurring in the first place. This involves talking to pupils/students 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/students, depending on the particular issues they need to address.

By creating an ethos of good behaviour, pupils/students treat one another and the Trust 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 our actions affect others permeate the whole school environment and are reinforced by staff and older pupils/students who set a good example to the rest.

Intervention

The principal applies disciplinary measures to pupils/students 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/students may have

and taking into account the needs of vulnerable pupils/students. The principal 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.

The principal of each school sets the arrangements for dealing with bullying, for that school, based on the principles laid out in this policy, in a manner which reflects the age and maturity of pupils at the school. The arrangements are discussed with pupils in a proactive and regular manner. Arrangements are published on the relevant school web site.

Working together

Each school has arrangements in place for pupils/students to report bullying so that they are assured they will be listened to and incidents acted on.

Pupils are taught how to report bullying which occurs outside the school, including cyber-bullying. Pupils are taught the part that they are expected to play to prevent bullying, including when they find themselves as bystanders.

Each school makes parents/carers aware that the school does not tolerate bullying and the importance of informing staff if they believe their child is being bullied.

The Trust regularly evaluates and updates its approach to take account of developments in technology.

Staff are encouraged and expected to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or different family situations (e.g. looked after children). We teach pupils that using any prejudice-based language is unacceptable.

The Trust 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. The Trust also works with other agencies and the wider community to tackle bullying that is happening outside its schools.