



**TRENT
ACADEMIES
GROUP**

Behaviour and Anti-Bullying Policy

Document Owner:	P Crompton
Review Date:	January 2017

Behaviour Policy

The Trent Academy Group has clear values in ensuring all students have the best possible education through the positive ethos created by each school within the Trust. The Behaviour Policy promotes these values by providing clear guidelines for each school to use as their foundation when creating an inclusive learning environment where students can achieve. All schools within the Trent Academy Group ask students to:

- Arrive to school and lessons on time.
- Bring appropriate equipment to school.
- Wear the school uniform correctly.
- Be polite and respectful to everyone at the school.
- To follow reasonable requests and instructions made by staff.
- Have regard for their own safety and that of others.
- To follow the schools behaviour systems.
- To try their best at school.

The Trent Academy Group believes that all schools within the Trust should have behaviour structures and systems which reflect the needs of the school community and values for the school. All schools have a 'Managing Pupils Positively Policy' which outlines the structures and systems for rewards and sanctions for the school. These policies can be found on each of the schools websites and are also appendices to this overarching behaviour policy.

The Trent Academy Group Behaviour Policy is based on the following DfE documents:

- Exclusions for maintained schools, Academies and pupil referral units in England 2012;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening Searching and Confiscating;
- Ensuring Good Behaviour in Schools.

All of the above documents should be read in conjunction with this policy.

Behaviour Management System

All schools within the Trent Academy Group have systems in place for dealing with negative behaviours that go against the core values and ethos of the school. The behaviour systems are based on DfE guidelines and are discussed and agreed with the governing body. Details of the schools behaviour systems can be found in each schools 'Managing Pupils Positively Policy'.

Fixed Term Exclusions/Permanent Exclusions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supporting Headteachers in using exclusions as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

A decision to permanent exclude a student will be taken for: serious 'one –off' incidents, or a persistent breach of the schools expectations for behaviour, or when allowing the student to remain in school would seriously harm the education or welfare of others in the school.

Partial Timetable:

As an alternative to exclusion a head teacher may, in limited circumstances, make use of a partial timetable to support a student for a temporary period.

Weapons

The Trent Academy Group has deemed that in addition to legislated guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought in school. In addition to knives; axes, BB guns, air guns, Catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipes, bats, other blunt instruments, or items judged by the head teacher to be carried with the intention of inflicting injury on another individual – this would include blades removed from pencil sharpeners, etc.

Screening, Searching and Confiscating

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

- Staff should hand the confiscated item to the relevant member of pupils support staff as soon as possible and complete the necessary information/paperwork to explain how the item was found. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the school can be collected by parents/carers except where the school has chosen to dispose of the confiscated items e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves.
- The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The head teacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the head teacher thinks there is a good reason to do so.
- Where the school finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the head teacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained while the school carries out its own investigation.

Use of reasonable force

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Please refer to the DfE guidance 'Use of Reasonable Force. Advice for head teachers, staff and governing bodies'.

Discipline beyond the school gate

Where bad behaviour occurs when a student is travelling to or from school the school reserves the right to issue a sanction, including exclusions where appropriate.

Students should wear their uniform correctly when travelling to and from school and must not be involved in behaviour that could bring the school's name in disrepute.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur off school site to the police and the school as soon as possible.

Misbehaviour on school buses will lead to school sanctions being used appropriately.

Negative behaviour on school trips and residential will be dealt with using the school systems and parents will be informed promptly.

Anti-Bullying Policy

Introduction

Trent Academies Group aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including understanding the issues relating to bullying and having the confidence to seek support from school should they feel unsafe.

We would also want parents and carers to feel confident that their children are safe and cared for in school and incidents, when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is named on the academy website.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents through the Pupil Support Unit
- Coordinating strategies for preventing bullying behaviour

Each academy has a nominated Governor with responsibility for Anti-Bullying. These are named on the academy website.

Definition of Bullying

‘Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally’

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (October 2014)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

All forms of bullying should be taken seriously and dealt with appropriately.

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its effects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying).

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our academy has clear and well publicised systems to report bullying for the whole academy community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders) through the Senior Leadership Team and those working in pupil support roles.

Concerns should be reported to the Deputy Head Teacher or Heads of Year verbally, in writing, or by use of the confidential 'Whistle-blowing box' located in the foyer. Pupils, staff and visitors are encouraged to report all suspected or alleged bullying.

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The school will take the following steps, as appropriate

- **Informing parents**
- Interviewing all parties, maintaining the anonymity of victim or 'whistle-blower' when appropriate.
- Implement appropriate disciplinary sanctions in accordance with the school's Managing Pupils Positively Policy. These are considered according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Responses also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers. This may include having a clear complaints procedure for parents who are not satisfied with the schools actions.
- A range of responses and support appropriate to the situation - solution focused, restorative approach, individual work with victim, perpetrator, and referral to outside agencies if appropriate.
- Liaising with the police and other agencies if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Using the CAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the Pupil Support Unit and staff who dealt with the incident. This information will be stored in the Pupil Support Unit. The information stored will be used to ensure individuals / incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular Inclusion Group and Head of Year meetings. This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.

STRATEGIES FOR PREVENTING BULLYING

As part of our on going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involving parents at all stages of investigation and response.
- Celebrating good behaviour and achievements.
- Cross curriculum Bright Days – SEAL.
- Specific input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council.
- Peer mentoring scheme.
- Outside agencies when appropriate – Police Liaison Officer, Targeted Support Service.
- Support for parents/carers –signposting to other agencies.
- Parent information events/information e.g. Internet safety and Cyber-bullying.
- Support for all school staff.
- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
- Acknowledging that bullying includes:
 - name calling.
 - taunting.
 - mocking.

- making offensive comments.
- physical assault.
- taking or damaging belongings.
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet.
- producing offensive graffiti.
- gossiping and spreading hurtful and untruthful rumours.
- excluding people from groups.
- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture.
- bullying related to appearance or health.
- bullying of young carers or looked after children or otherwise related to home circumstances.
- sexist or sexual bullying.

Links with other policies and why

Policy	Why
Managing Pupils Positively (Behaviour) Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Equalities policies	Hate crime(homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies (2012)
 Behaviour and Discipline in School- Guide for Head Teachers and School Staff (Feb 14)
 Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies (Oct 2014)

Local

Nottinghamshire County Council Anti-bullying Policy (2011-15)
 Anti-bullying Policy Development: Guidance for schools (Oct 2013).

Useful organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Contacts at each academy:

Rushcliffe School:	H Corbett
The Farnborough Academy:	C Watson
Arnold Hill Academy	S Ward