

# Hill View Academy Behaviour, Discipline, Anti-Bullying & Restraint Policy



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## Introduction

An orderly, happy and well-mannered atmosphere is an essential element of any effective learning environment. Pupil and adults have a right to expect standards of behaviour and discipline which allow teaching and learning to take place. They also have a right to work and learn in a happy and secure environment, regardless of race, gender, disability or sexual orientation.

## Aims

- Standards and expectations of behaviour are high and consistently reinforced by all adults working in school
- Agreed systems are in place and understood for reinforcing desirable behaviour and dealing with unacceptable behaviour
- Pupils and adults are aware of appropriate standards of behaviour and what is not acceptable, including bullying
- Pupils and parents are aware of the possible responses to unacceptable behaviour
- Bullying incidents are dealt with swiftly, supporting the victim/s and taking appropriate action against the perpetrator/s

## Guidelines

In school there should be a calm industrious atmosphere with pupil on task, speaking quietly, and moving about appropriately. Classrooms and corridors should be orderly, with equipment well looked after. Pupil are expected to play an important part in the tidying and organisation of their room and to take a collective responsibility for the rest of school. This should be reflected in the pupil's attitude and behaviour. Positive behaviour should be rewarded through the agreed system of rewards (appendix 1).

Pupil should be encouraged to develop self-discipline and take personal responsibility for their actions. They should be encouraged to respect property and act considerately to all living things. However, unacceptable behaviour must be challenged by staff and dealt with immediately using restorative practice techniques. Pupil should be given an opportunity to explain and should be dealt with consistently but fairly.

**REMEMBER: As adults we should model the behaviour we expect from pupils. We do not shout.**

The following behaviours are unacceptable at any time by staff or pupils:

- Fighting or threatening others with violence
- Provoking or supporting physical violence
- Online bullying/harassing
- Verbal put downs
- Hurting others - physically or verbally
- Play fighting/playing dangerous games
- Bullying – physical, verbal and emotional
- Swearing/verbal insolence
- Disobeying/refusing to obey instructions/being cheeky to staff or other adults
- Theft of property
- Damage of property
- Leaving the premises
- Disrupting the work of others/disrupting the smooth running of the classroom
- Any behaviour that endangers themselves or others

## Promoting Good and Managing Unacceptable Behaviour

As the person promoting and managing the behaviour of pupil, it is vital to be firm, fair and consistent. Pupils learn from the example that we set them, so we must set an excellent example.

We should all adhere to the following advice:

- **Under no circumstances is it acceptable or legal to physically punish a child by smacking or shaking**
- Prevention is better than cure - find time to routinely remind pupils of our expectations of their behaviour
- Explain the reasons for our expectations (health and safety, consideration for others). Pupils are more likely to respect our expectations if there is a purpose to them
- Praise examples of good behaviour at every opportunity, rather than being consistently negative
- Treat pupils as you would expect to be treated yourself. Shouting and being sarcastic is unacceptable adult behaviour
- It should be remembered that it is the behaviour that is unacceptable **NOT** the child. Each incident is stand

alone and each day a fresh start

- While in school, any behaviours should be managed by school personnel and parents should be updated as necessary. Parents should not be left to deal with incidents in school.
- Out of school, staff should still deal with any incidents of poor behaviour/bullying in an appropriate manner by challenging such behaviour at the time. The headteacher/deputy should follow incidents up, if needed, at the earliest opportunity and parents should be informed.
- Certain pupils may require individual programs of behaviour modification, which should be discussed and agreed with parents and with the child. This may involve working with other local agencies as well as the schools SENCO. Staff should be aware and follow whatever procedures/guidance has been agreed for these pupils.

### **Legal Duties**

Under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs, the school has a duty to recognise that some pupils may require a more personalised approach that recognises that they may require a more sensitive and differentiated approach to their behaviour. The reasons for a school's approach may not always be apparent but must remain confidential and should not be discussed with other pupils and parents.

### **Rewards & Incentives (See Appendix 1)**

Each class should display the schools Learning Relationship Agreement (LRA). These rules should be modelled and upheld at all times.

Class Dojo is used to reinforce and promote positive behaviour. There are certificates given for every 50, 100, 150, 200, 250, 300 dojos that pupils achieved.

Teachers should not reward with sweets or food prizes.

Teachers are encouraged to share good news with parents at the end of days in conversation, via private message or Class Dojo or via school planners.

### **Incidents of Inappropriate Behaviour and Disciplinary Sanctions**

All incidents of inappropriate behaviour will be dealt with in accordance with the agreed framework and should be fair and proportionate.

In the classroom

- In the first and second instance, pupils will be warned about inappropriate behaviour, why it is inappropriate and the consequences of repeated behaviour
- Following a third warning (amber traffic light), they should spend five minutes time out to reflect on their behaviour (in class but moved from their normal seat) and be encouraged to reflect on their behaviour.
- If the pupil ends up on red on the traffic light system then they will miss some of their playtime to reflect on their actions in RPC (Restorative Practice Centre). Pupils should **NOT** be sent to stand outside of the classroom or sent down to a member of SLT unless the support of additional staff is required in the classroom e.g. a restraint is needed, or a child needs to be moved from the classroom.
- If unacceptable behaviour persists, a meeting with the child's parents should be arranged by the class teacher, followed up, if necessary, with a further meeting with the year group TLR also present. The child will be put on a behaviour contract and parents will be asked to sign their planner daily for a period of one week. The School Learning Mentor or School Welfare Officer may become involved to support the child in 'making the right choice'.
- Any further meetings will take place with the Assistant, Deputy or Headteacher.
- An audit should be conducted of potential trigger points and an individualised behaviour plan & contract put in place to identify how and by whom the behaviour will be managed. This should be shared with the pupil and parents and reviewed on a weekly basis.
- Appropriate consequences will be considered e.g. loss of playtime
- In extreme cases, a managed move may be considered to give the child a 'fresh start' (see below)
- Where a managed move cannot be arranged or is deemed to be inappropriate the Headteacher has the right to exclude a child on a fixed or permanent basis (see Exclusion policy).

At playtime/lunchtime

- Incidents of poor behaviour should be dealt with immediately by staff out on duty with additional support being available from more senior staff if required
- If an incident cannot be dealt with on the playground then all parties involved should be sent to RPC (Restorative Practice Centre) to discuss and reflect on the situation and to restore relationships.
- Individual teachers should be informed of any incidents so that they are aware/can follow up if necessary and log incidents

**Any serious incidents should be recorded on CPOMS or in the RPC folder.**

### **Bullying (See Appendix 2)**

Bullying can be in different forms (see below), carried out by a single person or a gang and repeated several times and on purpose. It is totally unacceptable behaviour and must be dealt with swiftly and sensitively.

The types of bullying are:

Emotional (e.g. tormenting, threatening behaviour, being unfriendly, excluding from friendship groups, homophobic)

Verbal (e.g. name calling, spreading rumours, teasing)

Physical (e.g. pushing, kicking, spitting, punching)

Cyber (e.g. by text, email or elsewhere online)

Racist (e.g. taunting, graffiti or gestures that cause offense due to the colour of someone's skin)

The signs of bullying can be:

**Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, and bedwetting

**Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

### **Our Anti-Bullying Strategy**

At Hill View, we work to develop an environment in which pupils feel safe. Our main aim is to **PREVENT** bullying by:

- Encourage the caring and nurturing side of pupils
- Promoting a caring, co-operative ethos
- Discussing the importance of making friends & friendships
- Encouraging pupils to discuss feelings & friendships, including the use of the worry box
- Identifying an adult they can talk too
- Providing adequate supervision in the playground
- Using staff at play and lunchtimes to lead activities for all pupils so no one is left to play alone
- Positively encouraging caring and discouraging bullying
- Anti-bullying assemblies and anti-bullying week
- Working with pupils individually and in small groups to meet their needs
- Working with parents to develop their understanding of what bullying means and how they can help prevent it

Parents/carers of both the victim & perpetrator will be informed by the school and a record made on CPOMS.

The School Learning Mentor works closely alongside teaching staff to provide pupils and parents/carers with tailored pastoral support and guidance to overcome any difficulties. This may include individual or group support, taking place daily or weekly, depending on need.

### **Restraint, the Use of Reasonable Force and Positive Touch (See Appendix 3)**

All teachers have the power to use reasonable force in order to control or restrain pupils and will intervene in an emergency if a pupil is at immediate risk of injury or on the point of injuring someone else or damaging property. Reasonable force may be used to remove a pupil who is seriously disrupting learning or to prevent them from leaving the classroom or building. It can also be used if a pupil is at risk of hurting themselves.

Restraint may be necessary when

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is engaged in, or about to commit deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials /objects)
- a pupil is running on a corridor or stairway in such a way which might cause injury or accident to themselves or others
- a pupil persistently refuses to obey an order to leave the classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

- a pupil absconds from or tries to leave the school & could be at risk if not kept there

If the school is aware that a pupil is likely to behave in a way that might require physical restraint e.g. a child who has a statement for SEN which is for behaviour difficulties, it will plan how to respond as part of a behaviour plan. Such planning should address:

- managing the pupil
- involving the parents
- briefing staff
- ensuring that adequate support can be summoned if appropriate
- taking medical advice about the safest way to hold pupils with specific health needs

### **A record of any restraint should be kept on CPOMS**

Hill View promotes the use of 'positive touch' in school and it is often necessary or desirable for staff to touch a child (e.g. dealing with accidents or comforting etc). However, staff have a duty to consider their actions in line with safeguarding expectations.

**All staff should be aware that they have a duty to report any issues that may constitute a potential safeguarding issue.**

Further information is available at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Exclusion**

Refer to the schools Exclusion Policy & Guidance.

Further information is available at <https://www.gov.uk/government/publications/school-exclusion>

### **Screening and Searching Pupils**

School staff can search a pupil for any item if the pupil agrees. This includes turning out of pockets, looking in coats or in school bags.

However, the Headteacher and staff authorised by them (at Hill View this includes the Deputy and the Learning Mentor) **have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.**

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item that may be searched for. Banned items include all the above plus mobile phones, cameras, vapes, any material that could be considered offensive or upsetting to another pupil or staff or anything else that contravenes school policies e.g. chewing gum. Refusal to comply with a reasonable request constitutes a breach of the behaviour policy and will be dealt with as such. **Any search should be undertaken with a second responsible adult present. There is no requirement to inform parents prior to the search although this would be recommended as best practice. A record should be kept on CPOMS**

### **Confiscation**

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

Identified school staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. However, if there is good reason to do so, the parent/carer be asked to collect the items from school.

In circumstances involving controlled drugs, stolen items, pornographic images or weapons the police will be contacted and their advice followed.

Further information is available at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Staff Development and Support**

All school staff have a duty to promote and encourage the appropriate behaviour of the pupils. Staff will receive yearly updates on the expectations and policy of managing the behaviour of children. Where required or on request, more specific training will be put in place to support staff to fulfil this requirement.

### **Malicious Allegations Against Staff**

Allegations against staff will always be investigated following the appropriate policies. Where allegations are proven to be malicious, the Headteacher (or Chair of the LGB if the allegation was against the Headteacher) will assess the nature of the allegation and consider what action should be taken against the pupil. This may in the most serious cases be the exclusion of the pupil.

Pastoral support will be given to any staff while allegations are investigated, who in the course of managing pupils behaviour, are accused of misconduct.

### **Role of Parents/Carers**

Parents/carers have a clear role in supporting the school to ensure that their child is well behaved. The school will always endeavour to discuss issues at the earliest opportunity in order to make sure that the behaviour of a child does not escalate and in order to support parents with strategies at home. This may involve operating a behaviour chart and more frequent contact with school.

In extreme cases, where all other avenues have been explored and as an alternative to exclusion (and where it is felt appropriate), parents/carers may be asked to consider a 'managed move' to another school in order to give the child a 'fresh start'. In these instances, any move would be brokered through the Behaviour and Attendance service of the Local Authority and would be carefully discussed with the parent and child before any such move takes place.

Where the above options have been considered and not deemed to be appropriate, a place may be sought at an Alternative Provision. While a place may not be immediately available, an intermediate plan may be discussed and agreed.

Any decisions made about the future education of a child will always consider the best interests of the child weighed against the best interests of the other pupils in the school. Advice will always be sought from other agencies, and the child and the parents/carers will always be involved in the decision-making process.

## Behaviour Policy Hill View Academy

Rewards for good behaviour		Incidents of poor behaviour	Order of sanctions
6	Positive phone call home from Deputy Headteacher- as requested by class teacher for outstanding behaviour & special sticker	4 Continued disruptive/aggressive behaviour/persistent bullying that impacts on the education of the rest of the class & disrupts the running of the school  Log incident on CPOMS	Exclusion (temporary or permanent)
	Headteacher- visit to office and special sticker rewarded in planner		Managed move if appropriate
5	Certificates in celebration assembly for star of the week.	3 Persistent disruptive/aggressive behaviour/persistent bullying that impacts on the education of the rest of the class & disrupts the running of the school  Log incident on CPOMS	Personalised timetable out of class (Learning Mentor)
			Personalised timetable as appropriate in class as far as possible
			Headteacher, Deputy or Assistant Head to <ul style="list-style-type: none"> <li>• arrange a behaviour audit to find potential trigger points</li> <li>• complete a behaviour contract with the pupil &amp; parent/carer</li> <li>• complete a behaviour plan &amp; share with parents &amp; staff</li> </ul>
4	Classroom systems & rewards Dojos - can be given to children as a reward for good learning and/or behaviour	2 Fighting, swearing, name calling, refusing to do as asked by lunchtime staff, bullying, racist name calling, aggressive behaviour, theft Log incident on CPOMS	Support provided in the classroom by learning mentor Parent to be informed by the teacher that the matter is going to be escalated
			Referred to the Head, Deputy or Assistant Headteacher to speak to parents
			Referred to year group TLR to meeting with teacher & parent
2	Smiley face charts, stamps, stickers, reward charts - for individual good work or behaviour. Note in planners.	1	Teacher to speak to parents/carers
			Teacher to speak to the pupil
1	Verbal praise - 'well done' Signs - smile, thumbs up	1 Low level disruption (fiddling, whispering, chair rocking, shouting out, poor lining up)	Note in planner to parents (KS2) or tell parents/carers verbally at end of session (EYFS / KS1)

**Procedure for Dealing with Bullying**

All staff at Hill View Academy will follow the same procedures when dealing with bullying issues.

	<b>Action</b>	<b>By Whom</b>
Step 9	➤ Respond to the incident in a structured way, either in class or in assembly as appropriate	Class teacher/Headteacher
Step 8	<ul style="list-style-type: none"> <li>➤ Inform parents of both victim &amp; perpetrator of the incident &amp; action taken</li> <li>➤ Sanctions from Appendix 1 of the behaviour policy will be applied i.e.               <ul style="list-style-type: none"> <li>○ Playtime removed</li> <li>○ Lunchtime off playground</li> <li>○ In extreme &amp; persistent cases the bully will be excluded</li> </ul> </li> </ul>	Headteacher/Deputy Head
Step 7	<ul style="list-style-type: none"> <li>➤ Head teacher will talk to both victim &amp; perpetrator &amp; make decision on what sanction to apply</li> <li>➤ RESTORATIVE PRACTICE to be applied in all cases</li> </ul>	Headteacher/Deputy Head
Step 6	➤ If the incident is serious take direct to Headteacher or Deputy Head teacher	Class teacher
Step 5	➤ Record incident on CPOMS & monitor	Class teacher
Step 4	➤ If incident happens at lunchtime, report incident to class teacher in the first instance. If appropriate, report direct to Headteacher	Immediate staff
Step 3	➤ Give a clear message to the bully that bullying will not be tolerated & that there are consequences of such actions	Immediate staff
Step 2	<ul style="list-style-type: none"> <li>➤ Talk to all pupil separately about the incident</li> <li>➤ Offer the victim support</li> <li>➤ If unable to discuss the incident immediately, inform the pupil of when &amp; where you will deal with it</li> <li>➤ If the incident is reported by a parent, talk to the pupil involved about the incident as soon as possible</li> </ul>	Immediate staff
Step 1	<ul style="list-style-type: none"> <li>➤ Calm the situation as quickly as possible</li> <li>➤ This invariably involves removing either the victim or the bully from the scene</li> <li>➤ Disperse any bystanders</li> <li>➤ Use physical restraint if necessary, following the school policy</li> </ul>	Immediate staff

All unacceptable behaviour incidents and bullying should be recorded on CPOMS (data system) and flagged up to senior management via this system of logging information.

**Procedure for Restraining Pupils**

All the staff at Warley Road will follow the same procedures when having to restrain pupils.

	<b>Action</b>	<b>By Whom</b>
Step 11	<ul style="list-style-type: none"> <li>➤ Inform parents of restraint &amp; action taken</li> <li>➤ Sanctions from Appendix 1 of the behaviour policy will be applied                             <ul style="list-style-type: none"> <li>○ Playtime removed</li> <li>○ Lunchtime exclusion</li> <li>○ In extreme &amp; persistent cases this may include exclusion</li> <li>○ Restorative justice meeting must take place before individuals involved go back to class</li> </ul> </li> </ul>	Headteacher
Step 10	<ul style="list-style-type: none"> <li>➤ Headteacher will talk to perpetrator &amp; make decision on what sanction to apply (this may not be immediately after an incident)</li> </ul>	Headteacher
Step 9	<ul style="list-style-type: none"> <li>➤ In serious cases the child will be immediately sent home or parent(s) will be requested to come and collect the individual</li> </ul>	Headteacher
Step 8	<ul style="list-style-type: none"> <li>➤ Record incident as soon as possible afterwards on CPOMS</li> <li>➤ Head teacher will be informed via CPOMS</li> </ul>	Immediate staff & staff involved in restraint
Step 7	<ul style="list-style-type: none"> <li>➤ Support offered to staff involved</li> </ul>	Headteacher/Deputy Head
Step 6	<ul style="list-style-type: none"> <li>➤ Inform Head teacher or another senior member of staff</li> </ul>	Immediate staff & staff involved in restraint
Step 5	<ul style="list-style-type: none"> <li>➤ As soon as the situation de-escalates release the restraint but remain near the individual</li> </ul>	Trained 'Team Teach' staff
Step 4	<ul style="list-style-type: none"> <li>➤ Use the minimum amount of force required for the situation using team teach restraint techniques</li> <li>➤ Make it clear that physical restraint will stop as soon as it ceases to be necessary.</li> <li>➤ All staff have the right to use reasonable force to protect themselves and others and to prevent serious disruption, damage or risk of harm to individuals</li> </ul>	All staff
Step 3	<ul style="list-style-type: none"> <li>➤ Inform the pupils that help has been sent for</li> <li>➤ Attempt to diffuse the situation orally or prevent it from escalating</li> </ul>	Immediate staff
Step 2	<ul style="list-style-type: none"> <li>➤ Call for assistance as required</li> </ul>	Immediate staff
Step 1	<ul style="list-style-type: none"> <li>➤ Tell the pupil to stop misbehaving &amp; what will happen if they do not and give clear direction about what you want them to do now</li> <li>➤ Attempt to communicate with the pupil throughout the incident</li> <li>➤ Consider whether physical intervention is right or whether the incident could be dealt with by using other strategies (diversion, humour, removal of one or more people from the situation)</li> </ul>	Immediate staff

All restraint incidents should be recorded on CPOMS and reported to senior management.

## Learning Relationship Agreement

**We keep ourselves and others safe at all times.**



**We understand how our behaviour affects others.**



**We choose our words carefully.**



**We make our problems smaller.**

**We look after our school.**