



Behaviour and Anti-Bullying Policy

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Governor Lead	Fiona Clifton
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Mission

Learning to learn: A special pathway, enabling all our young people to achieve as much as they possibly can and to thrive in adult life

Little steps... best steps... right steps... West Hill steps

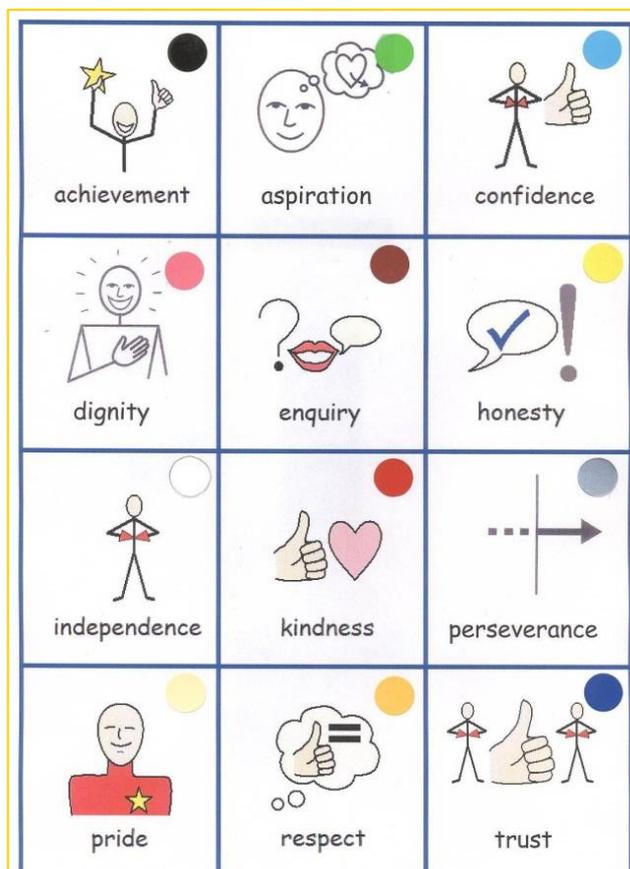
Introduction

West Hill School is a place for learning. To make sure this can happen we need a safe and welcoming school where all people irrespective of their age, sex, race, disability, religion or belief and sexual orientation want to come and learn every day. We understand that our behaviour affects other people. When we behave well, everyone feels safe and happy and everyone can learn as much as they possibly can.

Everyone at West Hill School uses this behaviour guide and consistently applies all the principles and procedures, whilst also acknowledging the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

This behaviour policy is designed to: promote good behaviour, self-discipline and respect; prevent bullying; and promote excellent progress.

To help make sure everyone behaves well and learns as much as they can at all times (including school visits and school transport) we all follow the school values:



School systems

To encourage and support our pupils to demonstrate these values there are a number of systems and schemes in place to support them. When pupils show these values they are rewarded with merits, which they collect and record in their homework diaries. Pupils' achievement in collecting merits is celebrated at whole school events, such as assemblies.

Secondary

For every full day a pupil is in school, tutors award one point and they can earn another two points for showing good learning behaviours in school (one awarded for the morning, one for the afternoon). This is monitored through the class monitoring folder, observations and the electronic behavior reward log.

At the end of each half term tutors inform pupils how many points they have earned so far. Throughout the school year pupils will save points to earn a reward. A variety of rewards available includes mobile phone top-ups, footballs, pens and lots more.

Being ready for learning is very important e.g. wearing the correct uniform at all times, bringing the right equipment into school. This is rewarded by a class based raffle. Pupils receive a ticket every day if they are ready for learning and at the end of the week one ticket is drawn out and that pupil receives a prize.

To celebrate positive behaviours we also send home merit certificates, sticker awards, merit wristbands and notes home in the home/school diary. In addition to this, each week in assembly the whole school congratulate particular pupils who have been 'spotted' by staff for demonstrating the school values in a positive way.

We passionately believe that by ensuring pupils learn these skills, we will be helping our pupils to become good citizens and ready for adult life.

Primary

Stickers and reward systems will be developed as appropriate to the pupils' age and developmental stage. Teachers will use stickers, notes home and tangible rewards to encourage high standards of behaviour at all times.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.

Anti-Bullying

Bullying is unacceptable. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. West Hill has a responsibility to respond promptly and effectively to issues of bullying.

If bullying does occur, all pupils should be able to report incidents and know that they will be dealt with promptly and effectively. Anyone, pupils, teachers, support staff, parents/carers, who is aware that bullying is happening, is expected to report this using the West Hill Anti bullying Flow Chart procedures.

We expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

Aims of the anti-bullying policy

- To respond quickly and effectively to ensure a zero tolerance bullying culture.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To safeguard the student/staff member who has experienced bullying and to trigger sources of support for the student/staff member.
- To apply disciplinary sanctions and restorative solution to the pupil(s)/person causing the bullying and ensure that they learn from the experience.

The following areas of bullying are covered by this policy:

- Bullying related to race, religion and culture.
- Bullying related to Special Educational Needs or Disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers, looked after pupils or issues related to home circumstances.
- Sexist or sexual bullying.
- Bullying of school staff by pupils, parents or other staff members.

Definition of bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

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 will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, within a social context. The emphasis of investigations of incidents should move away from the notion of a 'victim' or a 'bully' but should explore the role of all parties involved in the bullying. The same pupil may adopt different roles at different times. Other roles frequently identified are those of ring-leaders, assistants/associates, reinforcers, bystanders or defenders.

How do we identify bullying?

We know that bullying may take several forms: physical, verbal, non-verbal and indirect including use of mobile phones, the internet and personal computers.

Physical: hitting, kicking, pushing, taking or damaging belongings.

Verbal: name calling, taunting, mocking, making offensive comments, e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.

Indirect: excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, inappropriate use of social media sites.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Cyberbullying is the use of Information and Communications Technology (ICT) particularly mobile phones and the Internet, deliberately to upset someone else. See separate e-safety policy

West Hill School staff will be particularly aware of the vulnerability of particular groups of students with regard to bullying:

- Children in Care - Some pupils may report being treated differently by teachers and other pupils because of their 'care' status. Home placement changes which can mean arrival mid-term, without full uniform, lead to their increased vulnerability. Currently this does not apply at West Hill School.
- Traveller Groups - Travellers may encounter discrimination.
- Pupils with Special Educational Needs - As all pupils at West Hill have SEN, the associated social interaction and learning difficulties mean that they are more at risk of being bullied and also are more at risk of taking part in bullying others.
- Pupils who are perceived to be gay, lesbian, bisexual or transsexual - Bullying may take place because of the pupil themselves or because of perceptions about their family, relatives or associates. National research has found that boys are more than twice as likely to report physical bullying compared to girls.
- Pupils from Ethnic Minorities - Bullying can be carried out by students from a different ethnic group as much as from students from a 'white' background. All racist incidents are recorded and follow the procedure as set out in West Hill's Racial Equality Policy.
- Pupils with Disability - Any incident of bullying linked to the disability of a student will be investigated fully following the procedures as set out in this policy.
- Pupils who may be vulnerable to radicalization (see safeguarding policy)

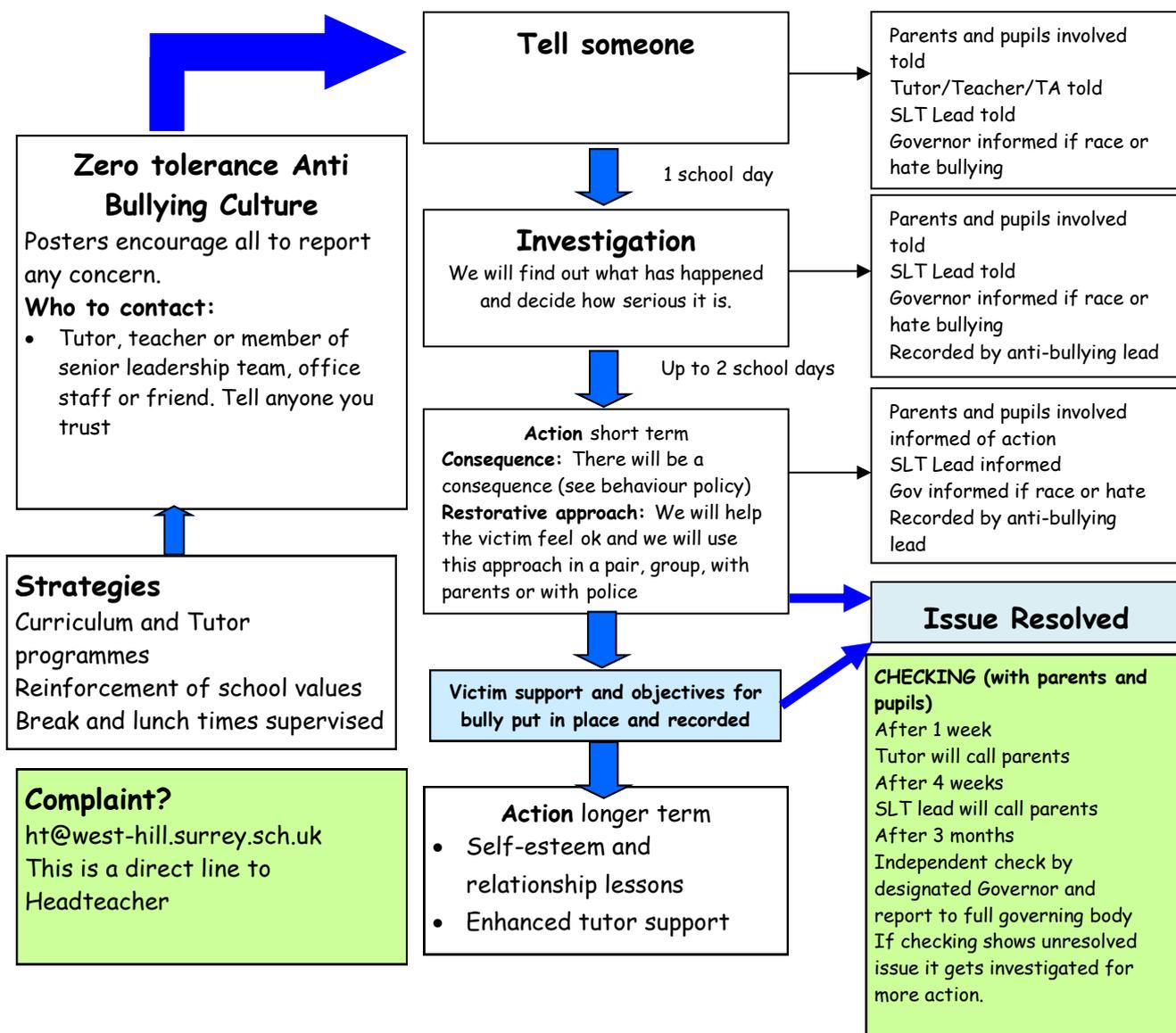
Indications of bullying

There is a wide range of indicators which may identify that bullying is taking place:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or belongings, loss of appetite, stomach aches, headaches, and bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual displays of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression, headaches and stomach aches.
- Behavioural: asking to be accompanied to school, asking for more money, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

If any person suspects bullying through the above indications - they should notify the school using the West Hill Anti-bullying Flow Chart procedures. We promote the ethos of TELLING someone.

What happens if there is bullying at West Hill?



When something goes wrong

We expect all pupils to complete work assigned to them and be able to transition around the school safely so that problem behaviour is behaviour that: does not uphold our values; stops others from learning; stops teachers from teaching; hurts or frightens others; or is unsafe.

Strategies to remind pupils about making appropriate behaviour choices;

- Symbols and visual prompts
- Rewards
- Social stories and cartoon strips
- Giving time and space
- Written conversations
- Time-out
- Individual timetable
- Behaviour logs
- Strategies made especially for individuals
- Mentors
- Addressing specific behaviours through the curriculum, such as PSHCE
- Working with home to ensure consistent use of strategies

Consequences

We always check the cause of poor behaviour. We treat choice behaviours differently from behaviour caused by other things.

Simple consequences will remind you about good learning behaviour and should prevent pupils having to be removed from class. These will be adjusted appropriately to the age and stage of the pupil.

Problem behaviour that happens again and again in school may be dealt with by:

- Verbal warning
- Removal from class to the tutor
- Removal from class to a member of the senior staff
- Paying back wasted learning time (detention) to subject teacher at break times, after school or on Saturday morning. We will always talk to parents if pupils need to make up learning time outside normal school hours
- Removal from class to another class
- Phone call/letter home
- Internal exclusion at West Hill where there will be a specified time frame, work set by staff and set times for eating and going to the toilet
- External exclusion, which means pupils are not allowed in school for up to 5 days or permanently (as a very last resort)

Problem behaviour that happens out of school e.g. on a learning visit may be dealt with by:

- Verbal warning
- Exclusion from the activity
- Phone call/letter home
- Internal exclusion at West Hill where there will be a specified time frame, work set by staff and set times for eating and toileting

Problem behaviour that happens on the school transport may be dealt with by:

- Verbal warning
- Phone call/letter home
- A transport ban
- Meeting with transport provider, parents and pupil
- Visual prompts/strategies shared with provider and monitored by the school

All these consequences will be proportionate and reasonable taking account of the pupil's age, special needs or disability, any religious requirements and safeguarding concerns. These consequences can be applied by adults who have delegated permission from the headteacher.

Use of reasonable force and restraint

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
7. Staff should not use physical intervention - or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).

Staff can use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property.

If pupils' behaviour is a risk to self or others they will be asked to move or someone will remove them straight away. At West Hill, some teachers are trained to remove pupils safely and they will follow the appropriate policy guidance.

If removing a pupil is not possible, staff will evacuate all other pupils and adults to a safe place.

Positive Touch

All staff are trained annually in the principles of positive touch. This ensures that the community has knowledge and strategies to support pupils appropriately and prevent escalation of any incidences. This helps prevent the use of positive force. *See separate "Touch and the use of restrictive physical intervention" policy

The power of search and confiscation

Staff at West Hill have the power to search without consent for items such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item banned by the school, any article that has been or is likely to be used to commit an offence. If staff feel a search is in order, another adult must always be present.

Staff can confiscate items, (retain or dispose) of pupil's property as a consequence as long as it is reasonable. Parents will be informed at the time. These items can be returned only to the parents in person.

Malicious allegations against school staff

From the DfE's statutory guidance, 'Dealing with allegations of abuse against teachers and other staff': 'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).'

Staff development and support

The policy is reviewed every year by SLT and Governors. Parents are invited to comment on the policy every year. New staff induction includes familiarisation and implementation of this policy

Every week at staff briefing there is an opportunity to revisit aspects of the policy linked to specific pupils. Consistency of implementation is monitored by SLT.