



# **Belmont School**

## **Behaviour, Anti Bullying & Hate Crime**

### **Policy**

*Authorised:* .....

(Headteacher)

*Authorised:* .....

(Chair of Governors)

Date Approved: 18-1-18

Date for review: Spring Term 18/19

## **PRINCIPLES**

Belmont School recognizes that every member of the school's community has the right to work in a calm, safe environment where we encourage respect for others, good manners and self-discipline. We aim to prevent all forms of inappropriate behaviour across the school and to foster an atmosphere in which pupils enjoy learning, are keen to participate in activities, trust and co-operate with each other and in which everyone's self-esteem will be enhanced. At Belmont School encouraging and reinforcing good behaviour is recognised as a collective responsibility. When dealing with a situation where teaching and learning are compromised, staff will work to maintain pupil's self-esteem. It must be made clear to pupils that it is the behaviour which is unacceptable not the pupil.

Our behaviour policy will support these aims by:

- maintaining high expectations
- ensuring expectations, rewards and consequences for unacceptable behaviour, are clearly identified for children and adults
- working in partnership with parents, carers and governors
- showing and encouraging respect and tolerance for all
- valuing the contributions of each person in the team

## **ROLES AND RESPONSIBILITIES**

### **PUPILS**

In the classroom pupils will be expected to adhere to the code of conduct by:

- entering and leaving the classroom in a respectful manner
- following instructions promptly
- allowing learning and teaching to take place
- being polite, respectful and considerate of the needs of everyone
- using equipment safely and sensibly being aware of people around them

Around the school pupils are expected to:

- be where they are supposed to be
- behave in a calm, safe, sensible manner
- show consideration for everyone and everything
- stay within the agreed boundaries at break and lunchtimes
- promptly respond to bells

### **STAFF**

Staff must accept a collective responsibility for the good behaviour of pupils by consistently:

- presenting themselves as good role models
- maintaining a positive attitude towards all pupils
- stimulating and motivating pupils through the delivery of an effective, purposeful, differentiated curriculum
- holding high expectations of pupil achievement and behaviour
- taking responsibility to investigate all reported or suspected incidents of bullying

All staff log areas of concern and rewards using the school's recording software Sleuth. Reports are then used to inform the pupils and parents of both unacceptable behaviours and of positive actions made by the pupils. Information is also shared with tutors and LSW's, Key Stage managers and HLTA's and where appropriate, SLT. Data analysis will lead to intervention strategies, areas of CPD for staff and for ensuring a consistent approach by all staff.

In discussion with pupils, staff will:

- establish and explain why the behaviour is unacceptable.
- explore the effect that the behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage pupils to think of or offer some alternative strategies
- problem solve
- highlight areas of progress, reward and outstanding achievement

## **REWARDS**

Desirable and appropriate rewards reinforcing good behaviour include:

- verbal praise and encouragement
- use of merit points
- letters of commendation / telephone calls home
- positive comments entered into the home/school diary
- displaying work
- certificates recognising achievement
- visual display of certificates and photographs
- celebration of achievements in assemblies
- records of achievement
- termly and annual reports sent to parents or guardians
- special visits and outings
- extension of privileges
- yellow/red card behaviour chart (leads to golden time)
- "Star of the day/week" and personal star charts

## **SANCTIONS**

Initial procedures to de-escalate and reverse inappropriate behaviour:

- rewarding the positive behaviour of others
- a teacher's proximity to offender
- mild verbal reprimand and reminder of appropriate/desired behaviour
- use of LSW then HLTA to support/work with offender
- moving offender to different location
- time out
- use of Poor Choice System

Procedures to address persistent/significant incidents of inappropriate behaviour:

- use of Mentor scheme (Preferred Adult)
- school detention
- Serious incident form – copy to form tutor, pupil's file and parents as required
- telephone call and /or letter sent to parents/guardians
- pupil on report and behavior mentoring
- internal exclusion and use of APS placement
- Fixed Term exclusion / Permanent exclusion
- Personal Support Plan

## **SUPPORT**

In line with this policy pupils and staff will be provided with support to help them meet the challenge of behaving appropriately in school. Central to this is early identification of those at risk and implementation of early intervention strategies.

### **PUPIL SUPPORT:**

- pupils identified/discussed at Pastoral staff meetings
- use of 'on report' and reward charts
- use of home-school diaries
- pastoral support by form tutor or LSW during tutor period
- 1 to 1 behaviour/pastoral support sessions with Key Stage Leader
- intervention sessions in anger management & relaxation techniques
- pupil may identify a member of staff as their mentor
- links with parents/guardians via telephone and mail
- EHCP behavioural outcomes to be discussed/reviewed with pupil/parents/guardians
- PSP to be written for pupils identified as posing a foreseeable risk
- opportunities to access Personalised Learning programmes
- communication with interdisciplinary agencies
- School Council & Student Voice
- Induction/welcome leaflet for new pupils
- Equality & Diversity Policy

### **STAFF SUPPORT:**

- supportive staff networks and clear management protocols
- induction training
- peer mentoring
- SMT encourage 'open door' policy
- staff development/training
- staff supported by school strategies e.g. EHCP behavioural outcomes /PSP's, Pupil Risk assessments and monthly Pastoral Meetings.
- staff trained in 'Team Teach'

## **ANTI – BULLYING & HATE CRIME**

### **STATUTORY DUTY OF SCHOOLS**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Belmont School is committed to addressing all issues of bullying.

**Bullying is defined as “deliberately hurtful behaviour, repeated over a period of time; where the bully has, and exercises, power over the victim and it is difficult for those being bullied to defend themselves”.**

**Hate crime is defined as “Any hate incident, which constitutes a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice”**

Bullying & Hate Crime can take a number of forms:

- physical (for example hitting, kicking, pushing, pinching, theft)
- verbal (for example name calling, teasing, exclusion, threatening, coercion, spreading rumours, racist remarks)
- emotional (for example excluding someone from social groups, tormenting, threatening gestures)
- sexual (for example unwanted physical contact or abusive comments, including homophobic references)
- damage (for example taking lunches, destroying others' property, graffiti)
- electronic (for example threatening or abusive emails or mobile text messaging)

When a pupil persistently or repeatedly acts in such a way that another's happiness is directly or seriously affected, this will be regarded as bullying.

### **AIMS**

- To ensure that pupils learn in a supportive, caring and safe environment where bullying cannot flourish and where all members of the school community can feel safe, respected and valued, fully able to benefit from the opportunities available at school.
- To ensure pupils feel secure and confident in knowing that an adult will always listen and offer help.
- To ensure the safety of all pupils and do our best to support improved behaviour from the bully.
- To work as a community to help both the people who are harmed by bullying and the perpetrators of bullying.

### **IMPLEMENTATION**

All Belmont School staff must be alert to the signs of bullying or hate crime and act promptly and firmly against it in accordance with school policy.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to a senior member of staff (Key Stage Manager in the first instance).
- Form tutors will be kept informed and if problems persist the form tutor will advise subject teachers as appropriate.
- Parents will be kept informed
- When required members of the Senior Leadership Team will support Key Stage Leaders with investigations, sanctions and parental meetings.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved

- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The school will promote the message that bullying is unacceptable and will not be tolerated through a range of different approaches including displays in corridors and classrooms, taking part in Anti-Bullying Week activities and discussing relevant agenda items with pupils at School Council Meetings.

## **WEAPONS / DRUGS**

Weapons and weapon-like toys are strictly prohibited. Belmont School has a no-tolerance policy in regard to weapons, firearms, mace, knives of any sort, or weapon-like toys or instruments. Weapons include any object that could reasonably be used to inflict serious bodily injury.

In fact, pupils are more likely to be excluded for the use of objects that are not usually thought of as weapons, such as scissors, sharp pencils, rocks, or sticks. Any student using such an object to threaten harm or found to be carrying any weapon faces an internal investigation into the incident and the likelihood of a fixed term or permanent exclusion.

Nominated staff members (including the Headteacher and Team Teach Lead) are trained to search pupils where there is reasonable suspicion that he/she is concealing a weapon. Staff involved will follow local advice and guidance procedures.

A drug is defined as a substance, legal or illegal that can alter the way the mind or body works. This includes alcohol, tobacco products, caffeine, solvents and other volatile substances, over the counter drugs and medicines, prescribed medicines including tranquillisers, painkillers and illegal drugs.

The school acknowledges that each drug-related incident should be treated individually and recognises that a variety of responses may be necessary to deal with the incidents. Discipline and sanctions applied in the case of a drug-related incident will take into account many factors including the nature of the incident, the age of the pupil(s) involved and the circumstances surrounding the incident. The school reserves the right where appropriate to contact the police with regard to any incident. There is no legal obligation on the school to inform the police of incidents, although it is recognised that they may be able to provide relevant support and advice. Parents will always be contacted where there is police involvement.

Where the health and safety of pupils are at immediate risk through intoxication or collapse, the school will act in accordance with its medical emergency policy and practice. Any substance found in the vicinity of the incident and any information offered by friends or peers regarding the incident will be given to paramedics on their arrival.

Drug education will be delivered through the PSHE programme to ensure that pupils are made aware of the effects on their well-being of both legal and illegal drugs.

Prescribed drugs will be managed in accordance with the First Aid procedures and the school must be informed in writing of any medicines that a pupil may need during the school day or on the school premises.

## **CARE, CONTROL & SAFETY OF CHILDREN AND STAFF**

This section should be read in conjunction with:

DCSF guidance 'The Use of Force to Control or Restrain Pupils', 2007

LA Guidance Policy Guidance on Moving and Handling.

and in response to The School and Inspections /Act 2006 section 93 which reinforces previous guidance. It also follows the guidance for The Use of Reasonable Force To Control or Restrain Pupils'.

Belmont School is committed to using Team-teach techniques which have adopted the British Institute of Learning difficulties (BILD) Code of Practice on physical intervention. Belmont School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

### **PURPOSE**

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Belmont School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- Are provided with appropriate training to deal with these difficult situations.

### **IMPLICATIONS.**

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- self - injuring
- causing injury to others
- committing a criminal offence

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work 'in loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, 'therefore, have a

responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

## **DEFINITIONS OF POSITIVE HANDLING.**

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Belmont School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

### **1. PHYSICAL CONTACT**

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum.

### **2. PHYSICAL INTERVENTION**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

### **3. PHYSICAL CONTROL/RESTRAINT**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

## **AUTHORISED STAFF**

In Belmont School all teaching staff, learning support staff and site staff receive training and are authorised to use reasonable force within the context of The Education and Inspections Act 2006, 'The Use of Reasonable Force to Control and Restrain Pupils'. The school offers training for all authorised staff.

Two members of staff are trained as Team Teach tutors to train colleagues at Belmont and our partnership schools.

## **TRAINING**

Training for designated staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

Risk Assessments are completed for all children. Where appropriate, Positive Handling Plans are written for individual children where a foreseeable risk has been identified and, where possible, these will be produced in consultation with the pupil, parents/carers and staff. The plan should identify the benefits and the risks associated with the strategies being proposed.

## **TYPES OF INCIDENT**

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and / or discipline.

Wherever possible assistance will be sought from another member of staff.

The approach to risk assessment and risk management employed:

- There is a distinction between planned physical interventions (where incidents are foreseeable) in that they have occurred previously with a response planned following an appropriate risk assessment and the use of force in emergency situations (which cannot reasonably be anticipated).

Consideration must be made to clarify the distinction between:

- time out - which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme in a room or area which they may freely leave
- withdrawal - which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities

## **RECORDING**

Where physical control or restraint has been used a record of the incident will be kept using the school's secure behavioral manage system (Sleuth).

The recording of the incident will be completed by the member of staff involved in the physical intervention as soon as possible after the incident (within 24 hours), normally prior to staff going off duty. The incident is then referred to the Key Stage 4 Leader and team teach tutor. In all team teach situations a medical check for both staff and pupils is required. In the event of injury then a Health and Safety/Accident/Incident Form will be completed and sent to the Headteacher and DSL. Both pupils and staff will have access to a de-brief/review with further

support/training if required. Following an incident the children's individual Risk Assessment and positive Handling Plan will be reviewed.

## **MONITORING INCIDENTS**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

## **POSITIVE HANDLING AND THE LINK TO CARE**

Physical interventions should only be used where it is reasonable to do so to prevent harm to the child or others occurring and it is this philosophical stance that links the legal framework with good practice. In the event of a legal challenge the school/provision would be expected to provide evidence to show how the behaviour management procedures promoted the avoidance of harm being caused. A Positive Handling Plan clearly links policy to practice and shows how an individual planned approach has been developed for the child.

## **ACTION AFTER AN INCIDENT**

The Head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Policy and Positive Handling Plans
- Safeguarding Children Procedures (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken and if necessary they will be advised to seek advice from his/her professional association/union.

## **COMPLAINTS**

It is hoped that the availability of a clear policy about reasonable force and the early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Safeguarding Children Procedures.

## **POSITIVE HANDLING**

### **ACCEPTABLE FORMS OF INTERVENTION**

- There are occasions when staff will have cause to have physical contact with children for a variety of reasons, for example:
  - to comfort a child in distress (so long as this is appropriate to their age or needs);
  - to gently direct a child;
  - in an emergency to avert danger to the child or children;
  - in rare circumstances, when Physical Intervention is warranted.
- In all situations where physical contact between staff and children takes place, staff must consider the following:

- ❑ the child's age and level of understanding;
- ❑ the child's individual characteristics and history;
- ❑ the location where the contact takes place (it should not take place in private without others present).

A Positive Handling Plan for an individual pupil is an integral part of the whole process of education and care and a means by which to promote inclusion. It must relate to the Individual Education Plan, Individual Behaviour Plan, Pastoral Support Programme, Care Plan (where appropriate) individual pupil Risk Assessment and the fundamental values and ethos of Belmont school.

Physical interventions should only be used where it is reasonable to do so to prevent harm to the child or others occurring and it is this philosophical stance that links the legal framework with good practice.

### **DEVELOPING A POSITIVE HANDLING PLAN**

If a child is identified for whom it is felt that Physical Intervention is likely, then a Positive Handling Plan will be completed.

The Positive Handling Plan is based upon five main criteria:

- That the child is involved from the outset.
- That the plan promotes and on occasion, improves curriculum access.
- That a specific target is set which aims to reduce physical intervention.
- That the plan is based upon changing conditions and approaches towards the child from one of control to cooperation.
- That it affords the individual pupil with opportunities to own and subsequently change their behaviour.

### **KEY PRINCIPLES**

When developing, implementing and evaluating Positive Handling Plans the following key principles should always be taken into consideration:

- Any physical intervention should be consistent with Belmont's policy on Behaviour.
- Working within this policy, only staff who have received practical training should implement physical intervention.
- Positive Handling Plans must have the best interest of the child as the primary consideration.
- At all times 'Duty of Care' for and to the child should be of primary concern.
- Any planned physical intervention should be justified in respect of what is known about the child from the multi-disciplinary assessment, alternative approaches which have been tried, an evaluation of the potential risks involved, reference to a body of expert knowledge and good practice.
- Pupils and their parent/carers should be actively involved in the process.
- Plans should have built in intrinsic experiences for the pupil that promote learning, encourage opportunities for them to own their own behaviour and develop within the child strategies to improve their behaviour.
- The techniques to be used during physical intervention should be clearly recorded on the plan and shared with all relevant personnel. A copy of the plan should be retained on the pupil's file.

- It is the Headteacher who is ultimately responsible for the development, implementation and monitoring of the plan.
- The positive handling plan is drawn up by the class tutor in collaboration with the Key Stage Leaders or Team Teach tutors.
- The school should ensure that all incidents are clearly, comprehensively and promptly recorded in line with school policy.

### **Accessible / Child Friendly Policy**

The key messages and values from this policy have been adapted to help our children access this important message. The below “child friendly” copies are shared with children and referenced during PSHE, ICT and safeguarding lessons and on the safeguarding notice boards.



### Anti-bullying



Bullying

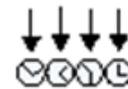


is hurting



someone's

feelings



regularly

is

on purpose.

### Bullying can be:



\* Hurting people's feelings.



Punching,



kicking,



spitting



or hitting



people.

Teasing & name



calling



### If I am being bullied:



\* Tell a teacher



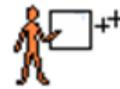
\* Walk away



\* Shout "Stop!"



\* Use class worry box



### Teachers will...



\* Listen and help



\* Make sure the bullying stops



\* Treat everyone fairly



\* Work with bully & victim

## Anti Bullying Policy Child Friendly Version

### What is Bullying?

Bullying is hurting someone else's feelings constantly and on purpose.

Bullying can be:

Hurting people's feelings,

Punching, kicking, spitting or hitting people,

Teasing, name calling,

Texting spiteful messages or using Facebook.

### If you are bullied

Tell a teacher,

Walk away,

Shout "Stop!"

Don't blame yourself,

Tell your preferred adult

### Teachers and other staff will always

Listen and help

Make sure bullying stops,

Treat everyone fairly,

Meet with the bully and the victim to work out a solution that helps everyone.

## **PROFESSIONAL DEVELOPMENT**

In line with the school aims all staff are encouraged to develop and utilise their talents, skills and expertise effectively. Professional development opportunities will be sought to support staff. All staff have access to in-service training provided through attendance on courses, external speakers and trainers. The Key Stage Leaders will keep abreast of relevant courses & publications.

## **THE ROLE OF PARENTS/CARERS**

The school acknowledges the importance of working in partnership and sharing the responsibility of education of pupils with parents and carers. This is achieved by keeping them informed and involved at all times. Effective communication and co-operation with parents are essential to the successful implementation of this policy.

## **MONITORING**

Behaviour will be regularly reviewed by the Senior Leadership Team, and the Student Services Committee and governors will be kept fully informed regarding issues concerning behaviour management.

## **POLICY REVIEW**

This policy was drawn up by the Senior Leadership Team, working in consultation with the whole staff. Its implementation is seen as the responsibility of all staff.

Its use and effectiveness will be supported and monitored by the Senior Management Team, on behalf of the Headteacher and Governors.

This policy will be reviewed regularly to ensure that effective on-going self-evaluating procedures are in place and adjusted where necessary.