

HEMLINGTON HALL ACADEMY



BEHAVIOUR POLICY & ANTI-BULLYING

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Policy prepared by (name and designation)	Karen Edmenson, Head Teacher, and the staff of Hemlington Hall Academy
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ANTI-BULLYING & BEHAVIOUR POLICY

Our school ensures that our pupils learn in an environment where they feel happy and secure. Positive relationships are based on an ethos of mutual respect and good social behaviour to include all pupils, staff and parents. We 'live out' our School Virtues of: Fairness, Kindness, Resilience, Curiosity, Courage and Independence.

Children

- Learn what good behaviour means through their agreed Class Charter
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their school work

Teachers and Staff

- Facilitate a Class Charter with the children (age / stage appropriate)
- Teach effectively with few behavioural problems
- Meet the needs of all pupils
- Make positive contact with all parents
- Develop personally and professionally

Parents

- Feel confident that their children are growing personally, socially, emotionally and academically within a caring, safe school environment
- Know that their children will receive support when they need it, including ideas to help their child at home
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

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What we mean by good behaviour

After discussion with parents, teachers and children we have agreed that good behaviour means that everyone in school is:

- Respectful to all
- Careful and kind
- Polite and friendly
- Helpful to each other
- Positive and hard-working

At Hemlington Hall Academy we aim to provide a caring and secure environment where children feel safe, happy and valued, and will learn effectively and positively. We want the children to understand and value good behaviour in all school activities. We are all partners in the learning environment working towards achieving our aims.

How we encourage 'Good Behaviour'

All children and adults enjoy praise. We believe that good behaviour should be recognised and praised by means of rewards and privileges, such as:

- Class Charter negotiated with the pupils and used for re-enforcement.
- Dojo points awarded to individuals and collected for a team achievement
- Visual charts to celebrate Dojo points earned in classes
- House team weekly Dojo points winner and end of term Team celebration
- Goals to aim for, such as nomination for Virtue Ambassador, House Captains and leavers awards / trophies with celebration events
- Nomination for a responsibility, such as Playground Buddy, Peer Mentor, Eco / School Council Rep, Headstarter, Office Helpers etc.
- Focussed praise so children are aware of what they are doing well/ good work / effort reward from Head Teacher and reference to our School Virtues
- Proactively encourage child to think about their behaviour / attitude and identify it as a target within their annual report, which is monitored / shared with parents
- Written comments on a piece of work / celebration wall / displays / certificates
- Informing parents, eg face to face, Dojo Message, postcards home
- Celebrating success within an assembly / public event / media / photos
- Reminding children of the school's commitment to good behaviour and noticing positive behaviour as it occurs

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- A range of categories for earning Dojo points, and rewards including stickers, star charts, 'marvellous monsters', raffle tickets, marbles in a jar etc. (as appropriate to the age of the children).
 - Class awards / responsibilities, 'Simply the Best', Dojo celebration sent home
 - Peer Mentors are encouraged to help solve peer to peer low-level conflict situations

In a conflict situation, we would always point out and offer the child a choice so they are encouraged to make the right decision based upon the realisation of consequences.

How we discourage inappropriate behaviour

There are times, of course, when children forget our aims for good behaviour and are inconsiderate to others. Everyone in school has agreed to try to prevent this from happening, but depending on the situation, it may be necessary to deal with persistent misbehaviour by:

- Giving effective reprimands and reminders about appropriate behaviour
- Discussing the problem with the child and or their peer group
- Moving the child's seat / position in the class
- Working in partnership with parents at the earliest opportunity
- Monitoring persistent poor or challenging behaviour
- Using the Restorative Approach to resolve issues and encourage children to take responsibility for the own actions / words
- As a last resort, consequences by way of loss of privileges, eg Respect Room (lunchtime)
- Celebrating the positives ('catch them being good')

Procedures to Follow

BEHAVIOUR CHART

Step One

- Give effective support / reprimands (as above).
- Consider moving the child's seat (as above).
- Move the child to work in a learning area within the classroom.

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- Move the child from class a time out, cooling off period (this will either be a set time or to re-join the class when he/she feels ready to engage with the class expectations). The child must be with, or overseen by an adult and should not be out of the main group for longer than five minutes
 - Advise parent of incidents / disruption in class by phone or face to face

Step Two

- Child moves to work with a colleague with work to complete for the remainder of the lesson. Explain to the child what will be required from them in order to return to their classroom.
- If possible/practical teacher or support staff go to the receiving member of staff with the child and discuss the problem.
- Advise parent of incidents / disruption by phone or face to face. Discuss what we'd like to see improve and keep parent involved.

Step Three

- Inform Head Teacher, Class Teacher or Key member of staff
- Arrange a meeting with Class Teacher / SLT / Key person to more formally share concerns and outline what needs to improve with parent and child.
- Impose support / action / sanction, as discussed and agreed at meeting to support the child to improve his / her behaviour
- Arrange a review date with parent to discuss progress and hopefully celebrate the positive improvements

Steps can be progressive or move directly to advanced level depending on the situation and circumstances.

Specific Procedures for Individual Pupils

Some children may have specific needs, which prompts adaptations to the behaviour policy in order that anxiety can be reduced, triggers minimized and time offered to support them. Such pupils may require:

- An individual Behaviour Plan
- A Home / School book or agreed positive message updates via Class Dojo

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- Targeted small group work during break / lunch time for a short period, working with a key member of staff. Activities during this time will be varied: physical activity, reading, quiet games, Lego etc...
 - Removal for a period from class group and placed in another class or to a different environment – sometimes just a walk to pass a message / another part of school
 - A SEND support plan reviewed with the SEND Co-ordinator
 - Regular review of strategies identified within SSP / EHCP / Behaviour Plan to ensure child has an opportunity 'to be successful'
 - Parents to liaise with school regularly (weekly as a minimum), to monitor consistent improvements in child's behaviour. The parent would meet with the Class Teacher / Learning Mentor in the first instance
 - In the event of little / no improvement, Head Teacher will call parent to arrange a time to speak / meet, to establish targeted next steps and a monitoring period
 - Parent to offer additional support, e.g. accompany the child on visits, take the child home at lunch times
 - Involvement of Outside Agencies (Bungalow Partnership, Educational Psychologist etc). This would be agreed in discussion with Head Teacher / SEND Co-ordinator and the parent/s.
 - Family Liaison Officer Mrs Harrison and / or Learning Mentor Mrs Shephard can support individuals and families with a program of targeted work during the school day and can also liaise / mediate with external agencies.

The Respect Room with Restorative Approach

We use the Restorative Approach, which enables children to discuss the issue and consider the effect of their words and actions on others. All staff engaged in certified Restorative Justice training in Spring 2023, however Mrs Harrison and Mrs Shepherd are the key staff on managing restorative conversations and offering support to individuals who are 'victims' and 'perpetrators' in an effort to reduce the number of incidents involving bullying, intimidating, racist, unkind or inappropriate behaviour. The Respect Room is a strategy implemented if any child is verbally abusive and / or physically aggressive to another child or adult at any time during the school day. The child should take time out from large, social situations which he / she may continue to find difficult to manage and also as a punishment for causing distress, harm or injury to others. Consequently, the child / children involved will be kept off the playground directly following the incident for an agreed period of time. They will be supervised by a member of staff at break times or a designated 1-1. A member of

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staff will usually speak to a parent / carer at the end of the school day to make parents aware of concerns and to invite them into school to discuss the matter if appropriate. The class teacher will be informed by the member of staff who has dealt with the issue if children are in the Respect Room during a lunchtime. The incident will be recorded on CPOMs.

If a child is in the Respect Room several times, the next steps will be discussed with parents. It may be that the child is given a responsibility over lunchtime, or in exceptional cases of physical or verbal bullying, parent would be asked to take their child off the premises over lunchtime for a fixed period. In the event that a parent cannot remove their child, an alternative arrangement will be agreed, such as family member will supervise child in a designated place in school over lunchtime for a fixed period.

Team Teach and de-escalation techniques

Team Teach 'positive handling' and de-escalation techniques are used to support staff encountering difficult situations and children posing challenging behaviours. Key members of staff have received the certified basic training for Team Teach enabling them to use effective de-escalation strategies of a non-verbal, verbal and physical nature. The aim is to provide security, safety and acceptance for the child, allowing time for recovery and repair following an incident. Positive handling and de-escalation is concerned with feelings and thoughts as much as with behaviour and is regularly updated to reflect the latest psychology of behaviour management. It is designed and supported by medical, psychological and educational teams.

If a member of staff needed to employ a physical technique, a formal report would be recorded in the Bound and Numbered Book and CPOMs and shared verbally with the Parent / Carer. For legal reasons, reports will be kept on record for 10 years following the member of staff's retirement from education.

Exclusion

Internal Exclusion

This is aimed at eradicating some of the worst behaviours, such as:

- Verbal and physical abuse, to children and staff.
- Bullying, particularly following a warning.
- Absconding from school.
- Incremental inappropriate behaviour, at the discretion of the Head Teacher.

Procedures

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- Children will sit in an appropriate place with a senior member of staff
 - Child will bring work for the duration provided by the class teacher
 - Break time / movement breaks will be provided across the session
 - Reflective discussion will underpin the internal exclusion period, in order to improve behaviours moving forward

Formal Exclusion:

- Always at the discretion of Trust
- Local Authority guidance will be followed:
- During the first five days of any fixed-term exclusion or a permanent exclusion, the school will try to arrange an alternative education placement for the excluded pupil.
- Where it is not possible, or appropriate, to arrange alternative provision during the first five school days of an exclusion, school will take reasonable steps to set and mark work for pupils.
- Work provided will be accessible and achievable by pupils outside of school. It is important for school to help minimise the disruption that exclusion can cause to a pupil's education.
- Whilst the statutory duty on Local Authorities is to provide full-time education from the sixth day of an exclusion, there is an obvious benefit in starting this provision as soon as possible.
- For a fixed period exclusion of more than five school days, the LGB must arrange suitable full-time education for any pupil of compulsory school age (for example; home tutoring, a pupil referral unit or online studies).
- This provision must begin no later than the sixth day of the exclusion.
- For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the sixth day of the exclusion.
- In addition, where a pupil has a Statement of Special Educational Needs or Education Health Care Plan the Local Authority has a duty to ensure that an appropriate full-time placement is identified in consultation with the parents.

Trust & Local Authority Support

The Inclusion Officer for our school would be the first point of contact for advice prior to any exclusion, as a preventative measure.

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If a child is experiencing increasing behavioural difficulties that have not been managed through the usual strategies, school will take advice from the L.A and/or other professionals services:

1. Initially, a meeting would be set up involving the school, Parent / Carers and in some cases, the child. A programme of action would be agreed and monitored to address the behavioural concerns. If the child's behaviour improves, the programme ceases. If not, additional strategies will need to be employed.
2. A referral to other services, such as CAMHS is usually advised. This can happen more swiftly if initiated by Parent via GP. There are two pathways for referral – Main pathway (general) and Neurodevelopmental Pathway (ADHD / ASD queries)
3. A referral to RTMAT or L.A. Inclusion Team may be made by completing a form which is considered at a fortnightly Panel Meeting, via HT Cluster. Children experiencing high levels of behaviour and aggression may access part of their learning for a 6 week block of either morning or afternoon sessions in a controlled, supportive environment with staff trained in advanced behaviour management. The child would also receive therapeutic support to address the root of their issues as much as possible. Transport is provided by the Local Authority.
4. Outreach support from the L.A. Inclusion Team may be sought. If agreed by parent and specialist school, child would be observed in class by an Inclusion Officer. He / She may work in school with the child for a fixed short-term period of 2 or 3 half day sessions per week and an agreed programme of behaviour support would be implemented and monitored closely in liaison with Head, class teacher, parent and specialist teacher.
5. If it is deemed that a child would find a mainstream curriculum and environment unmanageable and would not be beneficial to their learning or the learning of others, a Statutory Assessment for an Education Health and Care Plan (EHCP) may be completed following a graduated response in school and submitted to the Local Authority. Depending on the views of the Panel, the child may receive an EHCP and as such will have a designated program to support their learning, either with support in Mainstream education or in a more specialised placement.

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6. In some cases, a Managed Transfer may be a suitable measure to enable a child to have 'a fresh start'. A 6 week trial would be set up with another school as agreed by Parent / Carers and the school. Monitoring and reviews of progress and outcomes would be carried out regularly to establish the success of the move. After the trial, a decision will be made as to whether the child will officially transfer to the new school or return to their own school.

It is crucial to recognise that Parents have to agree to any support strategy planned by the school / L.A. Consistent engagement of parents to support their child to improve his / her behaviour and work in partnership with school is vital. If a parent does not agree to additional support, or disengages, the school may have to consider whether or not it becomes a safeguarding issue.

Bullying

This policy incorporates ideas taken from Anti-Bullying questionnaires and gives our children a voice.

Parents, staff and children need to know how to recognise bullying and what to do about it – why it happens at home, or at school, or in the street.

What Is Bullying?

Bullying is the **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying is not accepted in any form. Children and staff have the right to expect that they will not be bullied at school and school will seek to provide a safe, caring, protective environment for all.

Bullying can take many forms including:

- **Verbal:** name calling, insults, comments, nasty teasing.
- **Physical:** pushing, shoving, kicking, damage to belongings, injury to person, waylaying someone on the way home from school.
- **Indirect:** behind someone's back, rumour spreading, alienation of friends, leaving out of group texts and social arrangements
- **Emotional:** relational aggression, shunning, leaving someone out

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- **Cyber:** using any electronic means, device on the internet, mobile phones or games consoles. This includes messaging of all types (including 'fake message apps'), misuse of images, online treats, use of social networking sites, and chat rooms or other forums to bully someone
 - **Child on Child:** abuse motivated by perceived difference, eg race, religion, gender, sexual orientation, disability or other. The abuse could be sexual, where one child makes physical force, threats, trickery or emotional manipulation to elicit cooperation.

Bullying can also involve:

- Stealing possessions and/or mis-using them
- Requesting money with threats
- Misusing images of children or adults

Bullying is often, but not always, linked with prejudice towards perceived difference. It can be linked with views about 'protected characteristics', including:

- Race, religion or culture
- Disability or special needs
- Sexism, because you are a girl or a boy
- Sexual orientation, Gender identification, homophobic bullying
- Health such as chronic illnesses or mental health
- Appearance
- Ability
- Family circumstances / financial

Bullying can occur in all areas of school including toilets, cloakrooms, during lessons, outside, on the journey to school and on school trips.

In compliance with the Equality Act 2010 our school acts proactively to prevent discrimination of any kind.

Occasions when Bullying may not be repetitive.

When bullying happens to a child with special needs for example, it may be clearly seen as bullying even if there is only a single incident. This is because it might be very difficult if not impossible for this child to recognise bullying and defend themselves, or report it. In addition the bullying behaviour is targeting them because

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of their difficulties. Bullying behaviour can exploit or manipulate the victim with special needs or disabilities.

Racist incidents, sexual or child on child bullying also demand that we act at once, rather than wait for this to happen again in order to determine that it is bullying according to the definition.

Physical injury requires swift intervention and could be assault. Generally however we think of bullying as a deliberate 'campaign' to hurt someone.

Detecting Bullying

Parents and teachers need to be able to recognise the signs which may indicate that a child is being bullied:

- Cuts, bruises or aches and pains that are not adequately explained
- Clothes or possessions are damaged or lost
- Child requests extra money or starts stealing
- Child starts going to school, or returns from school, at earlier or later times
- Child uses a different route to school
- Child starts to refuse to go outside at break times, or refuses to stay for dinners
- Child requests to change classes, options or school
- Reluctance or refusal to attend school
- 'Fabricated' illness/complaints to avoid school/other groups

Any marked change in a child's behaviour may indicate that the child is under stress:

- Behaviour may become immature (reverts to thumb sucking or tantrums)
- Child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative
- Deterioration in school performance and ability
- May have sleep or appetite problems or other issues such as bed-wetting

What Do We Do?

In school children are encouraged to talk about friendships and how to be a good friend. We encourage and reward positive behaviour regularly and celebrate this through our embedded school virtues. Children are taught in lessons about what is

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not acceptable behaviour and to tell others if they are being hurt or upset in any way. We outline the responsibility of children looking out for each other. We try whenever possible to engage with Local and National campaigns, such as Show Racism the Red Card, Kick it Out and Anti-Bullying Week to ensure the profile remains high and expectations of behaviour are clear.

Prevention of Bullying

- JIGSAW: a weekly lesson. Topics include:
 - Being me in my world.
 - Celebrating differences.
 - Dreams and goals.
 - Healthy me.
 - Relationships.
 - Changing me.
- Special whole-school events, such as 'Diversity Week'
- Headstarters: pupil representatives to support peer Mental Health
- Online Behaviour & Safety Days & Workshops for children and parents
- Restorative intervention
- Peer Mentors and Play Leaders
- RE delivery reaffirms acceptance of diverse beliefs
- Weekly Virtue and Celebration Assemblies
- British Values, RSE & PSHCE taught across curriculum including NSPCC PANTS and 'Speak out, stay safe' (Childline)
- Annual Anti-Bullying week including assemblies (November)
- Follow up to all children's concerns as reported through Anti-Bullying Questionnaires (outcome reported on CPOMs)
- Targeted Nurture group interventions – twice weekly with nominated children
- Curriculum resources to support positive relationships, SEMH
- Qualified and well-trained lunch time staff (incl all support staff every day)
- Community Links / Activities, such as Police / PCSO

Any child in need of emotional support or needing help to improve their self-esteem may be identified to attend a small group targeted session at an appropriate time in the Nurture Room with trained staff. Enabling children to feel more confident and offer strategies to manage their personal feelings may reduce their vulnerability in incidences of bullying, and empower them to manage situations.

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What happens if bullying is discovered?

Every case of possible bullying or intimidating behaviour will be investigated. We encourage Parent / Carers to speak to a member of staff if they are concerned about their child for any reason, as it may be possible that the child has not shared the problem at school.

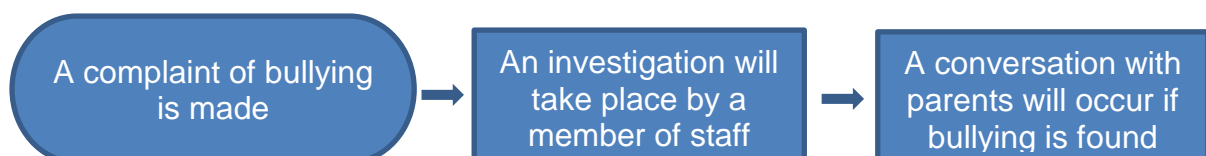
Bullying can be reported in a number of ways:

- Class teacher
- Support Staff
- Peer mentors
- Lunch time staff
- Nurture Sessions (J Harrison, C Shephard)
- THRIVE (R.Connors)
- ELSA (L.Stephenson)
- Surveys: We have three annual surveys: a general anti-bullying survey to coincide with Anti-Bullying days, and a Cyber bullying survey timed to coincide with Online Behaviour & Safety events and a wellbeing survey. The results of these surveys are carefully analysed, and should a child indicate any worry, this will be followed up 1:1 with a member of staff. If there is an issue, afternoon visits by restorative members of staff may occur, and the child will be invited to take part in a nurture group discussion in the future - this provides valuable help and support to vulnerable children
- Staff, pupil and / or Parent Questionnaires

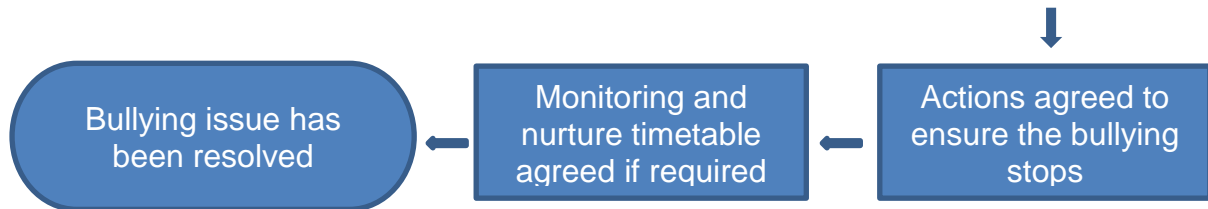
Parents may alert staff and / or request a meeting if they have concerns about their child or another child's behaviour. This will not be discussed over the Dojo platform.

What happens next?

Upon a complaint of bullying a full investigation will take place. Both the parents of the alleged bully and the victim will be informed of any sanctions that will be imposed and of the consequences of any further bullying. Our strategies are always supportive for both parties in order to prevent a reoccurrence.



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Monitoring

After, nurture sessions may be offered to help the child feel more secure. Supportive friendships will be encouraged and regular checks will be made to ensure the child feels happy.

Governors

The Lingfield Education Trust and Local Governing Body have a Zero Tolerance Policy on Abuse against staff. This includes face to face abuse, remote abuse such as over the telephone and harmful or malicious, written remarks including on social networking sites. Notices are displayed around the school stating that:

School employees are here to help but also have the right to be treated with respect.

Lingfield Education Trust will take appropriate action against anyone who verbally abuses, threatens violence or commits violence to any of its staff.

As one of its member schools, Hemlington Hall Academy adheres to the Lingfield Education Trust Complaints Policy, which is kept in the office. Should anyone be unhappy about the conclusion or outcomes of a particular situation, the School Complaints Procedure will be followed. (This can be found on our school website.) Parents will be alerted via Dojo to check any updated Policies on the website and a link will be included in the prospectus for new starters / families.

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Any complaint should be put in writing to the Chair of Governors, Mrs Braithwaite. She:

- will make a call to the complainant to discuss and may arrange an informal meeting to attempt to resolve the situation amicably
- will investigate the complaint
- will put in writing the outcomes of the complaint and correspond with both parties and the Trust
- may involve a colleague from the Trust to support in dealing with the matter to an appropriate conclusion

Should the above procedures not meet a satisfactory conclusion to the complaint, the Trustees Complaints Committee will meet to ensure Policies and Procedures have been appropriately followed. If at this stage the complaint is still unresolved, it should be reported to the Secretary of State.

If staff experience abuse of any kind in their work, an 'Abuse against Staff' form should be completed. A copy of the report will be held centrally in the School Office and a copy is sent directly to the Trust.

Should a Parent or visitor to the school site be persistently abusive or aggressive to any member of staff, the Trust may issue a letter of warning under the Policy. If the person's behaviour does not improve towards staff, they may receive a ban from the school site for a fixed period.

Should there be problems or episodes of misconduct between parents on the school site advice will be taken from the Trust's legal team and measures may be put in place to disallow those concerned from the site for a fixed period.

For more advice see the DfE Guidance on malicious allegations against staff.

Linked to other policies:

- **Safeguarding & Child Protection**
- **Online Behaviour & Safety**
- **Child on Child Abuse**
- **Acceptable Use of ICT**
- **Complaints**
- **Allegations against Staff**
- **Equality**

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- Inclusion

Appendix A

GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

Aims

1. Establish a friendly, positive, supportive relationships in school
2. Ensure children are engaged and motivated through a challenging and interesting curriculum – active minds lead to more positive behaviours
3. As soon as it occurs, reward positive behaviour with attention and praise. **‘Catch them being good’**
4. Where possible, identify potential ‘triggers’, when behavior/anxieties are likely to arise and try to distract, divert or redirect the child before intervention is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know the sanctions you can use, but avoid using them especially if a quiet word or reminder will do.
7. Always remain calm when you speak to children. This will help you maintain your authority and confidence and keep your relationship with them positive.
8. Avoid telling a child off publicly whenever possible.
9. Use the school’s monitoring, report and behaviour referral systems so that you support each other in addressing the individual student’s needs and those of the whole school.
10. Celebrate the positives! Don’t dwell on negative behaviours. Allow the child and the learning to move on and put incidences behind you as quickly as possible