



Behaviour & Anti-bullying Policy

Agreed on 6/12/16

Review Date: September 2017

Frome Vale Academy
Positive Behaviour Policy

What is acceptable behaviour?

General Statement

This behaviour policy was written by the staff and pupils of Frome Vale Academy and encompasses the academy rules, values and core aims of the school. The academy is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-regulation, mutual respect resilience and self-esteem and these values are part of being a Frome vale Citizen. We encourage and praise good behaviour and help children to realise that this is the normal expectation. It is the expectation that the following is continually modelled by all the adults in our school.

- Take pride in our academy
- Remember to care for everyone's feelings
- Speak and listen respectfully to everyone
- Be truthful with yourself and others
- Respect the rules of our community
- Be positive in our approach to learning and communication with others

Frome Vale Citizen

The aim of our academy is to develop citizens of tomorrow who contribute to society in a positive way; respect the world they live in; who are healthy individuals both physically and socially and emotionally and are able to empathise with others of different faiths and cultures. To achieve this we aim to:

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- To celebrate and recognise the excellent behaviour and relationships in the academy
- To encourage and nurture pupils to make positive behaviour choices
- To foster mutual respect between all members of the community
- To create a learning environment in which everybody feels valued, safe and secure
- To provide the pupils within opportunity to discuss and influence the academy
- To provide rich opportunities to develop socially, emotionally and physically

A whole school approach

We are a Thrive school. We believe that every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. It is a dynamic approach to working with vulnerable and challenging children whose behaviour interrupts their own learning and others' learning

- All behaviour is communication – we need to understand what the children are trying to tell us, why and help them to manage their emotional responses in a socially acceptable way.
- We are firm but fair – there are clear consequences for actions but there is always time for calming and reflection.
- We are consistent in our application of the behaviour policy and in recognising those children that need additional support and encouragement.
- We place as much value on interventions to develop emotional and social literacy as we do interventions to develop literacy and numeracy skills.
- We celebrate and talk about other cultures religions and beliefs.
- We recognise that our children have diverse backgrounds, life experiences and traditions we value these and seek to learn from them.
- We recognise that we all make mistakes – we need to admit to them, accept them and help each other move on
- We use the “I” word “ I guess you are feeling sad/cross/ frustrated disappointed” “ I would feel..... if I were in your situation
- Developing positive and rewarding relationships is the key to successful teaching.
- Our classrooms are safe and happy places for all children.
- All children need to be enabled to own and value their own learning and be taught the skills to self-assess and review.
- We recognise and value the uniqueness of each child and support them to recognise and develop their own skills talents and interests
- We model our school values at all times and lead by example
- All class based learning is differentiated to meet the needs of groups and individuals so they can make good and outstanding progress.
- Quality first teaching involves the daily use of adaptable access strategies that develops the learner's independence.
- We understand that play develops the brain and recognise the importance of play to enable all children to develop skills for life.
- Raising the self-esteem of learners is fundamental to successful learning.
- We encourage the children to question and teach them the skills to ask deeper more probing questions and search for answers themselves.
- We encourage peer support and evaluation and value the skills that our pupils can share with each other in our daily lessons.
- We recognise the importance of developing the learning skills of all pupils
- Our school values are at the heart of all that we do and all that we say.

Behaviour can always be positively changed

Rainbow Chart

At Frome Vale Academy we operate a Traffic Light system. In each class there is a wall chart made up of seven colours; blue, red, orange, yellow, blue, bronze, silver and gold. At the start of the day all the children begin on green. Children can be moved up or down the chart depending on their behaviour. The aim is for all the children to move up the chart and be on gold by the end of the day. Poor behaviour means a child will go down. Prior to a child being moved down the chart, the teacher or other member of staff will warn them and give them an opportunity to modify their behaviour by positively directing them i.e.' You are talking, I need you to face me and listen' or 'you are tapping your pencil, I need you to stop'.

Gold	Gold sticker, exceptional day
Silver	Silver sticker, very good day
Bronze	Bronze sticker, good day
Blue	Children have had a satisfactory day – all children start here at the beginning of every day

If a child's behaviour deteriorates during a lesson, or as the day progresses, a warning will be given. If after a warning, the child's behaviour has not been modified then that child will be moved down.

Green	Sanctions: No specific sanction being moved down is the consequence
Yellow	Sanctions: removal to another class for the rest of the session (Key stage 2)
Orange	Sanction: removal to another class for the rest of the day or session depending on nature of incident. Loss of privileges
Red – contact with home via a phone call or face to face	If the behaviour is extreme then the school will follow agreed exclusion procedures and guidance.

Our system of rewards for good behaviour

Each class will discuss and take ownership of their own classroom rules appropriate to the age of the children. These will be discussed and agreed as a whole class in September and displayed in the classroom. They will be clearly displayed and be an active part of behaviour management within the class.

Rewards

Suggested rewards are:

- Bronze, Silver or Gold stickers
- Extra playtime for good behaviour in and around school (whole class responsibility). This is awarded by the class teacher and can be banked to be used as and when the class decide.
- Up to 30 minutes Golden Time
- Postcard / texts home to parents
- Merit certificate for 25, 50 or 75 gold stickers

Children who have produced work or behaviour of special note will be encouraged to show their work to another member of staff, or Principal. The Principal will give stickers or a special pen / pencil to these children.

Merit Certificates

When each child has 25 gold stickers they will be presented with a bronze award in Celebration Assembly. 50 points will be rewarded with a silver award and 75 with a Gold award. It is anticipated that an award will take at least two new terms to be achieved.

Classroom Behaviour is managed by the class teacher and the TAs. If there is a gradual movement down the chart it is deemed the responsibility of the teacher to respond to this with reflection time at break time or at lunch time with the class teacher. If the behaviour is a one off but extreme behaviour, this will be dealt with by the principal and through the normal detention rota.

Playtime behaviour will be managed by staff on duty, who will keep children next to them if they are not able to keep to the academy rules. Any incidents will be shared with the class teacher verbally and through recording on the academy's incident form. The behaviour process chart will be followed.

At lunchtime the midday supervisors will operate the same structure as at playtime except the Learning Mentor, members of SLT and the Principal will be on call to deal with the children who are not able to keep the academy rules. Staff having a school meal will help supervise children in the hall. The behaviour process chart will be followed by all staff. The SMSAs will report incidents to the class teacher of the child/children involved verbally and through the academy's incident form.

At wet playtime and lunchtime the children will be in the classrooms. Activities for wet playtime will be agreed by the class at the beginning of the year. Supervision will be carried out by staff on duty. Children will be expected to stay in class. Laptops are not to be used at wet play. Year 6 children may act as class monitors.

Responses to unacceptable behaviour

In recognising the children's responsibility in their behaviour, all the children were asked to consider what they believed the responses should be to unacceptable behaviour. This was then considered by the pupil council and delivered to the staff. It was agreed that the following should be put in place

FVA Behaviour Charter

Rules	Rights	Reasons	Responses
Be Polite	You have the right to share what you think unless it harms or offends other people - Article 13	We don't use rude or unkind words to others because we could hurt their feelings	Sanction: name moved down Reflection room for swearing or racist/ homophobic or disablist name-calling or provocation. Exclusion for extreme or repeated behaviour.
Be Gentle	No-one is allowed to punish you in a cruel or harmful way - Article 37	We are not rough or aggressive to others because someone could get hurt.	Sanction: Reflection room Exclusion for extreme or repeated behaviour.
Be responsible	Your education should help you learn to respect other people and the environment - Article 29	We take care of our own, other people's and the school's property so it doesn't get damaged.	Sanction: Misuse name moved down. Reflection room if someone hurt or something broken. Exclusion for extreme behaviour. Broken equipment to be paid for.
Be Respectful	Your education should help you learn to respect other people and the environment - Article 29 You have the right to care and protection (several articles)	We do as we are asked by all grown-ups straight away because they are in charge.	Sanction: Name moved down for each refusal. Reach red = Reflection room.
Be a Good Learner	You have the right to a good quality education - Article 28	We make sure we are in class when expected and don't disrupt the learning of others because our education is important.	Sanction: Disruption name moved down each time. Reach red = Reflection room. Late to class – name moved down Walk out of class – Reflection room Walk out of school grounds - exclusion
Be Safe	You have the right to a safe place to live Article 27 You have the right to be protected from being hurt - Article 19	We don't move around the school or behave unsafely because we could hurt ourselves or others.	Sanction: Name moved down for behaving unsafely. Someone hurt – Reflection room.

Be Honest	Your education should help you learn to respect other people and the environment - Article 29	We don't take things that do not belong to us because it will make others sad and they won't trust us.	Sanction – Reflection room Pay for items if not returned.
Be Healthy	You have the right to nutritious food and a clean and safe environment – Article 24	We don't have chewing gum or fizzy drinks in school because they can damage our health and the school environment.	Sanction: Name moved down. Gum or fizzy drink confiscated.
Be Truthful	You have the right to give your opinion and for adults to take it seriously – Article 12	We own up straight away when we have made a mistake because people will respect us if we are truthful.	Sanction for not telling the truth straight away – Reflection room.

Recording of incidents

A secure online tool called CPOMS is used to record all details relating to behaviour. The expectation is that the member of staff who has witnessed/dealt with an incident records this as objectively as possible and what the actions are as an outcome. They also link other children to look for suspected bullying. As this system is also used for safeguarding and medical information we are able to monitor any connection with these. Other adults are also notified of these entries, such as the class teacher, SENCo and safeguarding lead. The principal is notified of all entries.

Below is an incident page where anything about the child can be recorded:

Add Incident

Incident

Empty text input field for incident description.

Categories

- Accidents Attendance Behaviour CIN communication to or from outside agency CP EHT First Responce Referral FIT LAC Medical non specific communication parent/carer contact Positive Handling Prejudice behaviour Request for help Form SAF
- Safeguarding SEN concern SEN PROVISION SEN Type Suspected Bullying

Behaviour Subcategories

- Destroying property Not returning to class Other parents infomed partner class Physical to adult Physical to child Provocation reflection Refusal Stealing Threatening Throwing items Verbal to an adult Verbal to child Walk out of class Walk out of school

SEN PROVISION Subcategories

- EHCP Paperwork SEN Support (K) Statement The NEST

Safeguarding Subcategories

- CSE D.A. DV notification Emotional abuse FGM General concern Historic File Neglect online safety Physical Abuse PREVENT self harm Sexual abuse young carer

Suspected Bullying Subcategories

- Emotional LGBTQ Perpetrator - bullying physical racial verbal victim - bullying

Linked student(s)

Text input field with placeholder: Begin typing a students name

Type a student's name to link them to this incident.

Body map

Empty horizontal bar for body map.

Date/Time

File(s)

File upload bar with a 'Browse...' button on the right.

Alert Staff Members

Text input field with placeholder: Begin typing a staff members name

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Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Text input field with placeholder: Who should I alert?

Agency Involved

Select Agencies

Add to planner

Reflection time

When an incident has occurred ask each child to explain their own account of what has happened when they are regulated enough to speak. After discussion children may need to explain a second account. This enables incidents to be dealt with in a quiet, reflective manner which is more efficient and effective.

During a reflection time the teacher on duty will engage in a conversation with the child to again enforce why certain behaviours are not acceptable.

Each class has a Chatterbox, which enables children to take more responsibility for their own actions and to feel that they can have a voice and are listened to by writing a note that that be dealt with by the class teacher.

If this does not result in an improvement in behaviour then the parents will be invited to attend a meeting to discuss the next steps and the support and strategies the academy will implement to help the child improve their behaviour. This will take the form of a Personal Support Plan or Independent Behaviour Plan which will be reviewed every two weeks with the child and parent. This will include regular feedback to parents, and action which is appropriate such as child working with an LSA, child working out of the classroom, missing playtime or similar. A temporary or permanent exclusion will be considered if the above does not result in improved behaviour. If this does not improve behaviour then The Nest and/or external agencies such as Not Just Behaviour will be sought and the academy will follow all statutory procedures in line with advice.

It is acknowledged that not all children are working at the social and emotional level that enables them to deal with the responses above. If children are working anywhere between 'being' and 'thinking' a different response is deemed necessary:

Thrive Assessment	Response
Being	In Being children are unable to self-regulate and their behaviour is a discharge for feelings and emotions they do not have the words to describe. The emphasis needs to be on the positive with rewards and incentives focussing on specific and descriptive feedback for good behaviour. Sanctions will be based on clear simple messages "it is not ok to" and will involve not getting their rewards or incentives. Conversations about negative behaviours need to be had with a trusted adult in a safe place away from others. Children in being need to know that they are special and cared for. The way they are greeted after an incident it a vital part of the process. They will be able to tell if you are still cross with them. Be honest and authentic and remember their behaviour is communicating something to you. It is your responsibility to find out what they are trying to tell you.
Doing	Children in doing are not able to say how they are thinking and feeling and will not be able to make choices or think while they are having strong feelings. They need the adult to help translate the environment and to be a long side them. Sanctions need to be linked to positive rewards and incentives. Shining the light conversations need to be held with a trusted adult in a safe place. Time out should be short (5-10 minutes depending upon their age) and with a trusted adult with a visual reminder of the time passing. (timer)

Thinking	Children in thinking need to be taught to stop feel think then act they are learning to make choices and manage their feelings. They are beginning to be able to name the feelings and link them to sensations and can reflect on their behaviour after the incident. They need a trusted adult to help mediate ad problem solve. Reflection time should be on a 1-1 with a trusted adult and for 15mins maximum with time to agree a simple and quick way of making amends (card, picture, sorry.) Children need to be greeted after an incident with a positive and warm manner. They need to know you still like them and care for them and it is ok to have strong feelings.
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Positive Handling

This policy should be read in conjunction with the academy policy on Positive Handling and with Thrive Positive Handling Action Plans which includes information on the use of reasonable force to control or restrain pupils.

Bullying

Bullying is behaviour which is intended to hurt, threaten or frighten someone else. It damages individual children.

It is deliberately hurtful behaviour **repeated** over a period of time. It is difficult for victims to defend themselves against it. Bullying can include (this is not an exhaustive list);

- Name calling
- Verbal harassment
- Malicious gossip
- Teasing
- Intimidation
- Ganging up on an individual
- Ostracising
- Theft
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking

- Extortion
- Cyber bullying

Schools owe a duty of care to protect pupils from bullying as part of their responsibility to provide a safe and secure environment for them.

Signs of Bullying

A child may indicate by sign or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is reluctant to walk to or from school;
- Begs to be driven to or from school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Has possessions which are damaged or go missing;
- Comes home with clothes torn or books damaged/ mislaid;
- Comes home hungry (money/ lunch has been stolen or spoilt);
- Asks for money or starts stealing money;
- Has dinner or other monies continually "lost";
- Tries to avoid going out to play at break or lunchtimes (remains close to an adult supervisor);
- Asks to move seats in class to avoid contact with certain other pupils;
- Stops eating;
- Becomes anxious, withdrawn or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep or has nightmares;
- Feels ill in the morning;
- Begins to make less effort with school work than previously;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Becomes short-tempered;
- Is exhibiting bullying behaviour towards or children or siblings;
- Is afraid to use the internet or mobile phone;
- Lack of eye contact;

- Change in attitude to people at home;
- If frightened to say what's wrong; and
- Give improbable excuses for any of the above.

Strategies to combat bullying

Work on anti-bullying is an ongoing focus and continues throughout the year in weekly PSHE lessons, assembly themes and regular circle time. We are developing Frome Vale Citizen where by children develop skills to become respectful, empathetic and tolerant citizen.

We also incorporate;

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| <ul style="list-style-type: none"> • Thrive | <p>Pairs and small groups of children working together
Thrive whole class activities</p> |
| <ul style="list-style-type: none"> • SARI | <p>Assembly and class workshops</p> |
| <ul style="list-style-type: none"> • Chatterbox | <p>'Telling' mechanism for children</p> |
| <ul style="list-style-type: none"> • support groups | <p>as and when needed</p> |
| <ul style="list-style-type: none"> • Mediation by adults | <p>teachers and support staff available, and children have individual discussions with staff</p> |

Procedures for dealing with incidents of Bullying

Frome Vale Academy uses a four-stage approach for dealing with incidents of bullying:

All staff should adopt a positive mind set when responding to bullying concerns and have options for how to respond to incidents of bullying in a planned, deliberate and positive way.

- **Stage 1 Interventions & Support**
- A Bullying Concern Assessment form is completed (see below) and given to Safeguarding lead or Principal
- Explain the inappropriateness of the behaviour in line with the school's values.

- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.
- To ensure regular feedback is given on agreed actions.

Stage 2 Interventions & Support

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess on-going effectiveness of agreed actions.

Stage 3 Interventions & Support

Interventions at Level 3 will involve the Safeguarding Lead, SENCO, and other senior leaders, in collaboration with pupil(s) and parents to determine the way forward in affecting change.

An individual Risk Assessment procedure may be used which will determine a plan of intervention and risk management that will be communicated to all.

At this stage multi-agency discussion may involve ELB Services and other external support agencies such as Barnardos.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions will require one-to-one meetings, small group work and whole class involvement.

Stage 4 Interventions & Support

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of the pupils involved.

Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked.

In addition to safeguarding procedures and practices including referral to external support services, this may include referral to the educational psychologist through the Code of Practice. The school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

RESPONSIBILITIES OF ALL STAKEHOLDERS.

The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (name of teacher and post, eg our designated teacher for child protection/head of pastoral care).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
 - Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
 - Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Anyone who becomes the target of bullies should:*
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (name of a member of staff/specific post in school/their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying

Being Vigilant

Staff need to be vigilant as some parts of the academy premises are considerably more likely to be the locations where bullying behaviour takes place;

- Toilet areas
- The playground
- Areas hidden from the main part of the academy

Bullying concern form

Child's name:	Class:
Person reporting:	Date:
Nature of concern: (including who,when,where and duration)	Type of bullying: (please circle) <ul style="list-style-type: none">• Physical• Verbal• Cyber• Exclusion• Outside school• Other
Agreed Actions: following meeting with parents/carers and child/children <ul style="list-style-type: none">•••	

Follow up:

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