



EBORA ACADEMY TRUST

Policy Number

3

**Statutory
Behaviour Policy**
Including Anti Bullying – Appendix A

Signed: _____

Dated: April 2016

Review Date: April 2019

Review Period: Every 3 years

Ebor Academy Trust Statutory Behaviour Policy

The Board of Directors is responsible for setting the general principles that inform their behaviour policy and for setting out the sanctions to be adopted for pupil misbehaviour.

The primary aim of the Ebor Academy Trust behaviour policy is to promote good behaviour by students/pupils. This policy sets out the Ebor Academy Trust principles that ensure the effective promotion and management of good behaviour and the strategies for the management of behaviour and disciplinary sanctions in each of its academies.

We know that good behaviour is an essential factor in achieving successful teaching and learning and every adult has a vital role to play in modelling, encouraging and supporting good behaviour. The Ebor Academy Trust has high expectations of behaviour from all students/pupils in and out of classes, around the school and when on school visits. Each school has school rules and staff do not ignore unacceptable behaviour. Having high expectations, acting as positive role models and rewarding students/pupils enables us to promote positive behaviour. These principles and policy should be read in conjunction with the Ebor Academy Trust Anti-Bullying Guidance.

Principles for the effective promotion and management of good behaviour in schools in the Ebor Academy Trust

- Children need encouragement, approval and kind words in order for good behaviours to be reinforced
- Staff will focus on praising children making the right choices, as opposed to catching them breaking school rules
- Staff will use an appropriate tone and volume with children and not lose their temper – they control situations assertively and calmly, allowing the children to choose to follow the school rules or face consequences
- Clear consequences are in place, with various stages, for any children who don't choose to follow the school rules
- Schools in the Trust will have an ethos that makes everyone in the school community feel valued and respected
- We will encourage pride and respect for the schools in the Trust and uphold their good name at all times
- Schools will promote good behaviour by forging sound working relationships with everyone involved with the school and adults in the schools having respect for children and other adults
- Expectations will be communicated clearly and school rules and boundaries will be applied consistently and clearly
- The education of children and prevention of all forms of bullying among students/pupils will be a high priority
- The expected code of behaviour will be displayed widely around schools and communicated to parents/carers via each school's website
- Procedures for behaviour management and sanctions as set out below in each of our academies will be followed as appropriate to the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances

Acceptable behaviour in school includes:

- Trying hard to do their best
- Being kind and speaking politely to everyone in the school community
- Respecting other people, their possessions and school property.
- Being helpful
- Asking for help or telling an adult if they are unhappy
- Accepting responsibility for the things they do

Unacceptable Behaviour in school includes:

- Lack of respect
- Disrupting the learning of others or themselves
- Deliberate disobedience
- Violence towards staff and other children
- Threatening behaviour including bullying
- Discrimination
- Deliberate vandalism of school property

In the most extreme circumstances (in which a child is putting themselves or others in danger or is causing a significant disturbance to the learning of other students/pupils), an exclusion from the classroom may be necessary. If a child's poor behaviour continues to escalate, or the gravity of an incident is deemed to warrant such a decision, then the Executive Headteacher or Head of School may make the decision to issue a fixed term exclusion from school for a certain number of half days. In all cases of exclusion, be it from the classroom or school, students/pupils will be required to complete any work which they have missed as a result of not being with the rest of their class. Any decisions made by the school to issue a fixed term exclusion may be appealed against. A detailed letter informing parents/carers of their rights is issued following such action.

Monitoring and evaluation

This policy will be reviewed annually and approved by the Board of Directors or a delegated committee.

For school specific behaviour policies please see the school website.

Please Note: Directors of the Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual schools Directors or Governors.

Anti Bullying Policy

Appendix A to Statutory Behaviour Policy No. 3

Academies are required to draw up and implement anti-bullying guidance through the Independent Schools Standards Regulations 2010.

This guidance outlines the Ebor Academy Trust policy and practice to prevent and tackle bullying so that children are educated in a safe, secure and nurturing environment. We are committed to developing an anti-bullying culture whereby no bullying, including between adults, or adults and children and young people will be tolerated.

Directors/Governors, staff, students and pupils in all schools in the Trust will:

- Discuss, monitor and review the anti-bullying guidance on a regular basis
- Support all staff to promote positive relationships and identify and tackle bullying appropriately
- Ensure that student/pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that students/pupils feel safe to learn; and that they abide by the anti-bullying guidance
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying guidance
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

Definition of bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist, homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyberbullying (defined as 'the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, used deliberately to upset someone else. It can be used to carry out all the different types of bullying (such as racist bullying, homophobic bullying or bullying related to SEN and disabilities). Cyberbullying includes inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Forms of bullying covered by this guidance

Bullying can happen to anyone. This guidance applied to all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to LDD (learning difficulties or disability)
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying

Action to be taken if bullying occurs

- a) **Victims** are supported and reassured. They are offered help and support in dealing with the consequences of the bullying and to help them deal more effectively with any future bullying.
- b) **Perpetrators** are made to realise that bullying is unacceptable and that it will not be tolerated.
- c) **Children and staff** are made aware of their responsibilities in stopping bullying from happening. It is everyone's responsibility to prevent it and children are helped to understand that it is acceptable (and important) that they report bullying when they know that it is happening.
- d) **Parents** when appropriate are made aware when their child is being bullied, or is bullying someone else.
- e) **Midday supervisory assistants** and other support staff are aware of the policy on bullying and appropriate action to take when it occurs.
- f) **School policy on Behaviour** emphasises the need to care for and respect other people.

Approaches to prevent bullying

Leadership in the Trust will promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying guidance. Staff are expected to actively demonstrate positive behaviour and set a positive context for anti-bullying work in the schools. The schools in the Ebor Academy Trust will adopt a range of strategies to reduce bullying and to tackle it effectively if it does occur. The schools will:

- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, particularly through each school's Emotional Literacy support programme.
- Consider all opportunities for addressing bullying including through the curriculum, displays, peer support and through the School Council. This will include PSHE and Citizenship classes which can be used to discuss issues around diversity and draw out anti-bullying messages.
- Train all staff to identify bullying and follow the Ebor Academy Trust guidance and procedures on bullying, including recording incidents of bullying.
- Actively create "safe spaces" for vulnerable children and young people and provide structured play opportunities at lunchtime and by using older children acting as play leaders.

- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Make use of creative learning through art, music, poetry, drama and dance to develop understanding of feelings and enhance pupils' social and emotional skills
- Use whole-school and key stage assemblies to raise awareness of the anti-bullying guidance
- Provide age appropriate events which can prompt further understanding of bullying such as theatre groups, exhibitions and current news stories

Involvement of students/pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of Bullying, for instance through the 'Tell Sam' and York St John anti-bullying online questionnaires
- Ensure students know how to express worries and anxieties about bullying
- Ensure all students/pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students/pupils in anti-bullying campaigns in schools with a curriculum enhancement week each autumn term
- Publicise the details of help-lines and websites
- Offer support to students/pupils who have been bullied and to those who are bullying in order to address the problems they have
- Ensure there are opportunities for students/pupils to have a say about school issues

Liaison with parents and carers

We will:

- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying, utilising the school's PSCO wherever necessary.