



Westwood
Academy

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Behaviour and Anti-Bullying Policy.

Policy reviewed each academic year.

Approved by Directors May 2022.

A paper copy of this policy is available at the school office.



SECTION 1: BEHAVIOUR.

Principles

Westwood Academy endeavours to offer every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions. We believe that children respond best to positive praise and reinforcement but accept that there will be times when sanctions are necessary in the management of behaviours. We are reliant on the whole school community to support this policy, including parents and families.

Aim:

To nurture responsible and confident young people, helping to instil a strong awareness of the needs of others, accountability for their own actions, and to develop a resilient, positive outlook.

Objectives:

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievement at all levels is acknowledged and valued.
- To enable each child to accept responsibility for his/her own behaviour by encouraging independence and self-discipline
- To raise awareness of appropriate behaviour
- To have a consistent approach to behaviour management throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and ensure safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose with regards to expectations of standards of behaviour.

Our School Behaviour Policy upholds and promotes the Westwood Academy 6 Golden Rules

1. We respect others.
2. We listen carefully.
3. We are sensible.
4. We include everyone.
5. We are kind and caring.
6. We look after school property.

<p>We should always...</p> <ul style="list-style-type: none"> -Follow the Six Golden Rules. -Apply a Growth Mindset. -Show a positive attitude towards learning. -Listen to instructions and follow them the first time of asking. 	<p>We should work hard not to...</p> <ul style="list-style-type: none"> -Say unkind things to others. -Play fighting or react unkindly to others. -Call others hurtful names. -Call out in lesson time. -Refuse to complete our work. -Waste our learning time. -Question the actions of adults. -Talk when adults/other children are talking. -Wander around the classroom/leaving your seat. -Using disrespectful language (swearing). 	<p>Behaviours Westwood will not tolerate...</p> <ul style="list-style-type: none"> -Alienating other children. -Making racist comments. -Bullying. -Being rude and disrespectful to others. -Fighting or touching others inappropriately.
<p>Rewards...</p> <ul style="list-style-type: none"> -Positive praise. -Earning house points on the Good to Green chart. -Classroom rewards. -Visit to CTs/SLT to showcase achievements. 	<p>Behaviour management steps: Using classroom behaviour management tools throughout.</p> <ol style="list-style-type: none"> 1. Reinforcement/ re-engagement. 2. Time out of class to adapt choices. 3. Self-reflection time with class teacher same day. <p>Consequences:</p> <ul style="list-style-type: none"> - Sent to an SLT member if behaviour persists and class teacher to contact parent to make them aware of continued behaviours. 	<p>Behaviour management steps: Using classroom behaviour management tools throughout.</p> <ol style="list-style-type: none"> 1. Loss of time. Self-reflection. 2. Logical consequences to be applied. 3. Record behaviour on Scholar Pack. 4. Referral to SLT who will action the next appropriate sanction and contact parents to update them and closely monitor the situation. 5. Time out offered to calm down and reflect before rejoining the class.

We display our behaviour expectations in each classroom along with our behaviour management tool 'Good to be Green'. We promote the saying 'It is good to be green' encouraging the children to consistently show the positive behaviours listed above. We reward house points in the form of counters to each child with their good to be green card so that they can see their rewards growing.

If children begin displaying some of the yellow behaviours, we use stop and think cards to provide the reminder and reinforcement. We then continue to follow the steps to support the children with their displayed behaviours using yellow cards on the good to green chart. The same rule applies for the red behaviours although as these are more severe behaviours which we will not tolerate the steps to follow are different.

Staff Responsibilities – staff will:

- be a positive role model, including classroom management and organisation
- treat all children fairly and with respect
- raise children's self-esteem and to help them to develop their full potential
- be aware of individual children's learning styles and needs that may impact on their behaviour, including provision specific to transition
- provide a challenging, interesting and relevant curriculum
- apply the rules, rewards and sanctions consistently i.e. teaching of good behaviour
- create a safe and pleasant environment, physically and emotionally
- foster a relationship with parents/carers
- ensure that they undertake any training and development required by the school **Children's Parental**

Responsibilities – parents/carers will:

- make children aware of appropriate behaviour in all situations
- encourage independence, resilience and self-discipline
- be aware of the school's rules and expectations
- support the school in the implementation of this policy **Promoting Positive Behaviour:**

Through the Golden Rules we ensure that children are aware of, and understand the reason for, school rules and expectations. Appropriate information is displayed in all classrooms and reinforced through assemblies, circle time, school council meetings and class discussions.

Pastoral Support Plans (PSP)

Any child who is at risk of exclusion will be offered a Pastoral Support Plan (PSP). The PSP will inform a Consistent Behaviour Management Plan and the process typically involves any relevant stakeholders i.e. child, school, parents, behaviour support, SENCo etc.

Malicious Accusations against School Staff

Where pupils are found (after an appropriate investigation) to have made deliberate, malicious accusations against school staff, the school will take action appropriate to both the seriousness of the malicious accusation, and to the impact upon the member(s) of staff concerned. All levels of sanction will be considered, including exclusion.

Confiscation of Inappropriate Items

The law allows for a teacher to confiscate, retain and dispose of a pupil's property, if reasonable to do so in the circumstances. Legislation does not describe what must be done with the confiscated item(s). At Westwood Academy, any confiscated item will be returned to a pupil as soon as practicable, although there may be times when this will be returned to the parent/carer rather than the pupil themselves. Legally prohibited items i.e. knives or other weapons, must always be handed over to the police.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

Exclusion

Every effort is made to keep children in school. Except for a serious incident, exclusion is only considered after the hierarchy of behaviour management steps has proven unsuccessful in addressing the behaviour(s).

Exclusion may be in response to:

- 1) extreme forms of misbehaviour such as violence, aggression, vandalism, bullying
- 2) persistent refusal to comply with school rules and adult instructions,
- 3) behaviour which results in the teacher being unable to teach; having a detrimental effect on the learning of others.
- 4) behaviour which puts at risk the health and safety of the child, other children, staff or visitors.
- 5) malicious accusations against members of school staff.

Types of Exclusion at Westwood Academy

***Internal Exclusion**

A child is retained in school but will work away from their classroom, supervised and supported by an appropriate adult at all times. Breaks and lunch for an internally excluded pupil will be taken separately from other children. Appropriate work is expected to be completed by the child during an internal exclusion, supported by the supervising adult as necessary. Internal exclusion can only be authorised by the Deputy Headteacher, Headteacher or Trust Chief Executive.

This type of exclusion is not recorded on a child's permanent school record.

**The school has fully considered the 'Behaviour and discipline in schools (Advice for headteachers and school staff – Section 12)' January 2016 guidance, specifically pertaining to seclusion and isolation provision in schools*

Fixed-term Exclusion (including lunchtime exclusion)

A child is excluded from the school for a fixed period of time. Work will be provided by the school. This work must be completed by the child and returned to school, where it will be marked in the usual manner.

Upon return to school, an official reintegration meeting must take place to maximise the likelihood of a successful reintegration for the child. Fixed-term exclusion can only be authorised by the Headteacher or Trust Chief Executive.

This type of exclusion is recorded on a child's permanent school record.

Permanent Exclusion

A child is permanently excluded from the school. Permanent exclusion can only be authorised by the Headteacher or Trust Chief Executive.

This type of exclusion is recorded on a child's permanent school record.

SECTION 2: ANTI-BULLYING

This policy is implemented alongside the DfE document "Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies"

Principles

At Westwood Academy we will not tolerate bullying. We acknowledge the right of every pupil in our school to be educated in a safe and secure environment, without the risk of humiliation, disruption, discrimination or abuse. We believe that it is the responsibility of everyone in our community to ensure that this is the case. To this end:

- All members of Westwood Academy have the right to be respected;
- Unacceptable behaviour can be changed;
- Westwood Academy will never condone any form of bullying.

Aim:

The anti-bullying policy clarifies for all stakeholders that bullying is always unacceptable.

Objectives:

- To deliver the basic entitlement for all children in our school that they receive their education free from humiliation, discrimination, disruption and abuse.
- To ensure that the school community does not tolerate unkind actions and remarks and seeks to provide a safe and secure environment for all individuals.
- To respond quickly and effectively to individual incidents to ensure that the repetitive patterns that constitute bullying cannot be established.
- To actively promote the implementation of the policy through classwork, circle time, school council, staff development and communication with all stakeholders.
- To investigate, monitor and record all incidents of bullying raised by any stakeholder and to implement an appropriate course of action.
- To treat incidents of bullying as a serious disciplinary matter.

Westwood Academy's Definition of Bullying

We use the Anti-Bullying Alliance definition of bullying, which is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

There are four key elements to this definition. These are that bullying involves:

- **being hurtful**
- **repetition**
- **a power imbalance**
- **being intentional**

Types of Bullying

Bullying can take a variety of forms, however, the main types are:

- **Physical** (EXAMPLES: hitting, kicking, spitting, taking another person's belongings etc.)
- **Verbal** (EXAMPLES: name calling, insulting language, targeted offensive remarks etc.)
- **Indirect** (EXAMPLES: spreading malicious rumours, exclusion from social groups etc.)

- **Cyber** (EXAMPLES: misuse of social websites, email, text, targeting via online games etc.)

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong:

- Racial harassment and racist bullying.
- Sexual bullying.
- The use of homophobic language.
- Bullying of pupils who have special educational needs or disabilities.

Pupil Anti-Bullying Code

- We have the right to feel safe so we can enjoy our learning and play.
- We know that all complaints of bullying are taken seriously and investigated.
- We understand that unkind actions or words are not acceptable.
- We respect and help each other at school.
- We always report bullying to adults.
- We want to keep our school a safe and happy place.

*Throughout the development process of this written policy, Westwood Academy has fully considered the DfE **Behaviour and Discipline in schools (Advice for headteachers and school staff)** guidance which is available at <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> e.g. reflection upon ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour.*

Westwood Academy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Exclusion is implemented in line with all current policies and DfE guidance.