



SUNNYSIDE
SPENCER ACADEMY

Behaviour for Learning and Anti-Bullying Policy

Issue 7 Updated – September 2021

Issue No.	Date	Approved	Signature	Revision Notes	Date Next Review
1 Revised	May 2014			Change of School Name	Autumn 2014
2	July 2014			Amendments	Autumn 2015
3	September 2015			Amendments	Autumn 2016
4	September 2016			Amendments	Autumn 2017
5	October 2017			Amendment to behaviour for learning ladder	Autumn 2018
6	October 2018			Addition of Appendix 2	Autumn 2019
7	September 2021		D.Oyston	Amendments to behaviour for learning ladder	Autumn 2022
8	October 2021		D Oyston	Addition of SHINE assembly and Enrichment time	

Rationale

It is the intention that this policy provides a framework to create a happy, secure and orderly environment in which the pupils can learn and develop into caring and responsible people.

It has been written to provide support and guidance for all at Sunnyside with the expectation that it is applied consistently and fairly.

- To ensure appropriate language and behaviour throughout the school.
- To encourage and praise greater effort and motivation in both work and behaviour.
- To ensure a consistent whole school approach to discipline by all the staff in the school.
- To ensure that parents are informed and are aware of disciplinary procedures.
- To provide a system of rewards to encourage good behaviour.
- To ensure a safe, caring and happy environment.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying.

Principles

At Sunnyside Spencer Academy we believe that every child has the right to learn but no child has the right to disrupt the education of others. It is essential to establish and maintain a sound, positive and caring ethos within which pupils can learn. This is dependent on co-operative and consistent team work to embed and enforce the policy. We are happy to engage in training and act upon advice provided by the LA and outside agencies, as well as listen to the voice of the governors, parents and carers and others in the community.

Equal Opportunities Statement

The staff and pupils are committed to Equal Opportunities in all aspects of their work. We will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age or language and sexual orientation. The school is committed to supporting and implementing the Equal Opportunities policy. The staff and pupils recognise the personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity.

Responsibilities

Members of the school community will work towards the school aims by:

- Displaying the Behaviour for Learning expectations, rewards and sanctions in every classroom and ensuring that they are referred to regularly by staff and that pupils fully understand what they mean.
- Applying the Behaviour for Learning expectations, rewards and sanctions consistently and fairly.

- Developing and applying strategies to promote acceptable behaviours.
- Ensuring that teaching and learning are of a good or better standard and that lessons are well prepared for.

- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering a sense of belonging and pride in the school community.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Working as a team to implement the policy and support and encourage each other.
- Rejecting bullying and harassment in any form.

Behaviour for Learning Expectations

The Behaviour for Learning expectations were established as a consequence of pupil and staff discussions. At the beginning of each academic year the children will have the opportunity to discuss the expectations and ensure that they are fully understood. All Behaviour for Learning expectations will be displayed in an appropriate place, visible to the children and for easy reference (please refer to the Behaviour for Learning Ladder).

Rewards

Rewards are a very powerful tool to encourage appropriate behaviour. Pride pounds have replaced Class Dojo points to ensure behaviour is consistent and positive throughout the school at all times of the day.

Enrichment Time takes place on a Friday for each class. To promote democracy, each star of the day from the class will put forward an idea of what the class will do in this time. The class will then vote on their favourite idea.

SHINE Assembly

SHINE assembly is a weekly celebration of the children's attitudes to learning and their promotion of the SHINE values. Each week, one child from each class will receive a SHINE badge relating to our school values of Success, Happiness, Independence, Nurture and Enrichment. There is a SHINE badge awarded by the Midday staff for a child who has been a role model for using wonderful manners and a 'Secret Teacher' will nominate a child, not from their class, who has received a Pride Pound from them for being, ready, respectful and safe. A teacher will also nominate another teacher to receive the Cup Of Kindness thus highlighting that the importance of being kind translates to any age group.

Each person who receives a SHINE badge will receive a 'Walk On' and have the chance to shake hands with children on the way to collect their badge giving the opportunity for children to celebrate the success of children not in their class.

The class who have received the most Pride Pounds will also be celebrated as they have been Role Models of the school in aligning themselves to our 3 golden rules of being 'Ready, Respectful and Safe'

To promote 100% attendance, we celebrate the class with the highest attendance and the children who have had 100% attendance at the end of each team will get a chance to receive a meal voucher for a restaurant by being entered into a raffle!

Sanctions/Consequences

"Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of

the pupils, and any other special circumstances that affect the pupil.” (Behaviour and Discipline, DfE – January 2016).

Staff use the 1,2,3 Magic approach to dealing with Children’s behaviour. A ‘one’ indicates that the child needs to adapt their behaviour to show they are being ‘Ready. Respectful and Safe’. If the child reaches a ‘three’, the child can move to the wellbeing corner in their classroom to reflect upon the choices they have made and calm down, ready to rejoin the learning. If required, a follow up restorative conversation will be had with the staff member who has given the ‘three’. All staff have received training on how to lead a restorative conversation and have the key questions on their lanyards.

At Sunnyside we use the ‘Restorative 7 ’ approach.

What happened?

What were you thinking?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right? (Link to School Expectations)

How can we do things differently in the future?

With younger children, the amount of questions will be too much so selecting 3 will be the script for this.

I SHINE and have been a role model to all this week	I receive a SHINE star!	
I have been a role model to my peers and have made outstanding choices today.	I receive Star <u>Of</u> The Day in my class	
I help promote our SHINE values through my actions and behaviour around school.	I will receive a pride pound for my class	
I am ready, respectful and safe	I will receive praise from my teacher	
I am not ready, respectful or safe and can change this quickly.	I will be reminded that I can change my behaviour. 1,2,3	
I need time to reflect and need to calm down	I will go to the wellbeing area and return when I'm ready to learn.	

Behaviour for Learning

Tips for ensuring good behaviour:

1. be prepared for the lesson
2. ensure lessons have pace, variety and appropriate challenge allowing all to achieve and also be competitive
3. give specific praise
4. praise positive behaviour
5. model politeness with children and adults
6. make children aware of the consequences of their choices
7. be a strong presence – stand tall, broad base, hands open, calm with an air of authority
8. let them know they're being watched (lighthouse effect)
9. give children deadlines, updates and countdowns
10. direct everyone onto a task
11. use children's names
12. avoid public humiliation – speak to one side
13. repeat instructions and model task
14. build rapport
15. ensure social harmony within groupings
16. train children to listen
17. ignore the negative whenever possible and praise compliance, exaggerate the positive
18. meet and greet – use eye contact, smile
19. exude energy throughout! Be enthusiastic
20. be reflective of your own practice
21. give parents/carers positive feedback – phone/letter/card
22. prompt timekeeping by all adults on the playground and in the classroom etc.
23. remind children what they should be doing by finding an example in the class who is displaying the wanted behaviour
24. Don't over react

Simple phrases to help:

- <Name>, what SHOULD you be doing?
- <Name>, are you alright?
- You can do it!
- Thank you for sitting up straight/putting your hand up/lining up without talking.....
- Maybe you do/are, but you need to.....
- Maybe I am, but you need to
- <Name>, please don't, thank you.
- You can either choose to do this now or at break.
- <Name>, thank you for.....

Bullying

At Sunnyside Spencer Academy we aim for all pupils to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying will be addressed to enable everyone to fully benefit from the opportunities available at this school.

Bullying is defined as action taken by one or more individuals with the deliberate intention of hurting another, either physically, or emotionally (to make another feel small, lose confidence or feel anxiety.)

Bullying is 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)
- cyber bullying including through social media and text messages

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will be encouraged to report bullying.

All school staff should be alert to signs of bullying and act promptly and firmly against it in accordance with school policy. (Appendix 1)

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.

Implementation

The following steps will be taken when dealing with incidents of bullying:

- 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 the head teacher
- the head teacher will interview all concerned and will record the incident
- class teachers and year group staff will be kept informed
- parents will be kept informed
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by the school:

- offering an immediate opportunity to discuss the experience with a 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 the school:

- 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 following disciplinary steps for pupils can be taken:

- a warning from their teacher
- official warnings to cease offending
- exclusion from certain areas of school premises
- staff discussion with parents
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion.

Staff who have been bullied will be supported by the school:

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

Staff who have bullied will be helped by the school:

- discussing what happened
- discovering why the situation arose
- establishing the wrong doing and need to change

The following disciplinary steps for staff can be taken:

- issues discussed with the Head of School and/or Chair of Governors
- official warnings to cease offending with the Head of School
- official warnings to cease offending with the Chair of Governors
- official grievance/disciplinary formal procedure

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Social, Moral, Spiritual and Cultural (SMSC) activities, class circle times, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Playtimes

Expectations –

- To follow the expectations outlined in the school Behaviour for Learning Ladder.
- One whistle walk to stop and await an adult's instructions, such as 'walk to your lines'.
- Ask permission before you go into school.

A whistle is to be blown three times in an emergency – pupils are to stand still and await instructions.

At each stage it is important to give a pupil an opportunity to make the correct choice / and right their behaviour and be praised for doing so. After any sanction/consequence it is important to endeavour to find some behaviour to reward if possible.

Behaviour off school premises:

The Education and Inspections Act 2006 gives headteachers the power to regulate the conduct of pupils when they are away from school premises. Disciplinary sanctions may be imposed in relation to conduct which takes place outside school premises. The headteacher will take action against a pupil who bullies other pupils or staff members online using a home computer, mobile phone or tablet.

Physical Intervention and the use of reasonable force:

Staff are trained in physical intervention and the head teacher monitors the use of physical intervention and reports to the governors on a termly basis if physical intervention has taken place. The school also has in place a positive handling policy and procedures for recording of incidents.

Exclusion:

Is a last resort and a very serious matter.

All procedures will be followed and adhered to as outlined in the following document - DfE Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion - September 2017

Where the pupil is felt to be in serious risk of exclusion or disaffection, a Pupil Profile and Behaviour/Pastoral Support Plan will be established by the class teacher and monitored and shared with the school SENCo. It will be phased out when it is no longer deemed to be needed.

Pupils identified with behavioural special needs will also have a Pupil Profile and Behaviour/Pastoral Support Plan reviewed regularly at least every half term. Copies of these documents are to be given to all people who have regular contact with the pupil involved so that a consistent approach is adopted.

Exclusion – in exceptional circumstances the Head of School will inform the School Governors and a fixed or permanent exclusion of the pupil will be considered. The Head of School and Governors will take full account of the guidance by Nottinghamshire County Council.

Any child who is found to have made malicious allegations, against a member of school staff, will be dealt with in line with our school expectations and in partnership with parents.

It is the responsibility of the staff to implement these sanctions consistently whilst acknowledging that there may be times when staff have to use their discretion. Serious incidents may require staff omitting previous steps.

This policy applies when the children are:

- On school premises including before and after school hours
- In the immediate locality of the school in the time leading up to the start of the school day or following the end of the day
- Off site on an arranged educational visit
- Wearing the school uniform so representing the school

Parents/Carers will be notified of the reason for the exclusion. If the child is on a fixed term exclusion, a meeting between the parents and the school will be arranged before re-admittance. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record will be used to record the meeting. Where possible the class teacher will be included in the re-integration meeting. A risk assessment may need to be carried out before the child is allowed to return to school. School work will be provided for any excluded child and the child will be expected to complete such work. The Head of School may exclude a pupil permanently. It is also possible for the Head of School to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a pupil, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head of School will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head of School informs the Trust, the Local Authority and the governing body about any permanent exclusion, and the Chair of Governors about any fixed-term exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School. The governing body may need to convene a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the Trust (and Local Authority if permanent exclusion), and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

Monitoring

The HT and SLT will continually monitor the behaviour throughout the school. Changes to the policy may well occur and these will be incorporated as necessary. The HT will report back to the Governors.

Appendix 1:

SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

Details of Young People Involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** = Victim **R** = Ring Leader **A** = Associate **B** = Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		

If you feel the incident was motivated by any of the following please tick

Appearance *Race/Ethnic Origin **

Disability/SEN

Sexual Orientation

Gender/Sexism

Home Circumstances including
Looked After Children/Young People

Religion

** Reminder: These incidents should be recorded separately.*

Brief summary of Incident

Action Taken

(include any exclusions, parental involvement, or involvement with external agencies.)

Generally

With Individuals (as noted on page 1)

1.

2.

3.

4.

5.

6.

Form completed by:	Date:

Follow-up:	Date:

Appendix 2:

Please see *Behaviour for Learning: Sunnyside Spencer Academy (PDF)*