# THE ST. CHRISTOPHER SCHOOL

## Academy Trust - Special School
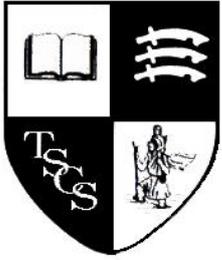
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'Christopher's Cottage'

*A Residential Respite Care /
Sports Hall Facility*

**THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST**

**ANTI-BULLYING AND BEHAVIOUR MANAGEMENT POLICY**

| Revised: | May 2012 |
|---|---|
| | September 2013 |
| | October 2015 |

**This document has been written in response to the considerations set out in the Southend Anti Bullying Guidance.**

**Aim:**

The purpose of this policy is to promote a secure, safe and caring environment that promotes difference and diversity in its broadest sense; enabling both learners and staff to work cohesively, concentrating on teaching and learning. This policy has been written in consultation with staff, governors learners, parents and carers.

All members of the school community have a right to be treated with respect. Within the school we recognise and celebrate effort and success so that pupils feel valued. Pupils will be taught to take responsibility for their actions and to accept the consequence of the choices they make. This is set out within the 'Code of Conduct' for pupils and discussed with pupils at the beginning of the school year and written in conjunction with the children in child friendly language.

**The definition of Bullying:**

"Bullying is a deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation"

**School approach to bullying:**

The school has a zero tolerance approach to bullying by adults or children. Any such incidents will be dealt with promptly and firmly within the levels of understanding of each child about what constitutes 'bullying'. As pupils attend the school with varying degrees of special educational needs that affect their understanding and ability to act on this, then this is dealt with on a very individual basis.

Incidents of transphobic, homophobic, racist, sexist, cyber, physical or verbal bullying, whether it be direct or indirect are all recorded on a sheet that accompanies the incident reports. This includes excessive use of the word 'gay' as a derogatory comment. These are then viewed and monitored by the Senior Management team, with tutors, parents and carers being advised of such incidents. In addition any incidents of bullying that we are alerted to that happen outside of our own school environment will be dealt with using the same recording procedure

In creating an inclusive environment for all learners and staff regular data is collected to gain staff, pupil, parents and carers views about bullying. In addition regular training is in place to update staff on issues surrounding new legislation by the government and specific training takes place around the understanding of bullying and appropriate ways to challenge bullying. This includes training on gender stereotyping, homophobia, transphobia, racist, sexist, cyber, verbal and physical bullying. At present we have four staff trained in CEOP, five trained by Show Racism the Red Card and two Stonewall trainers.
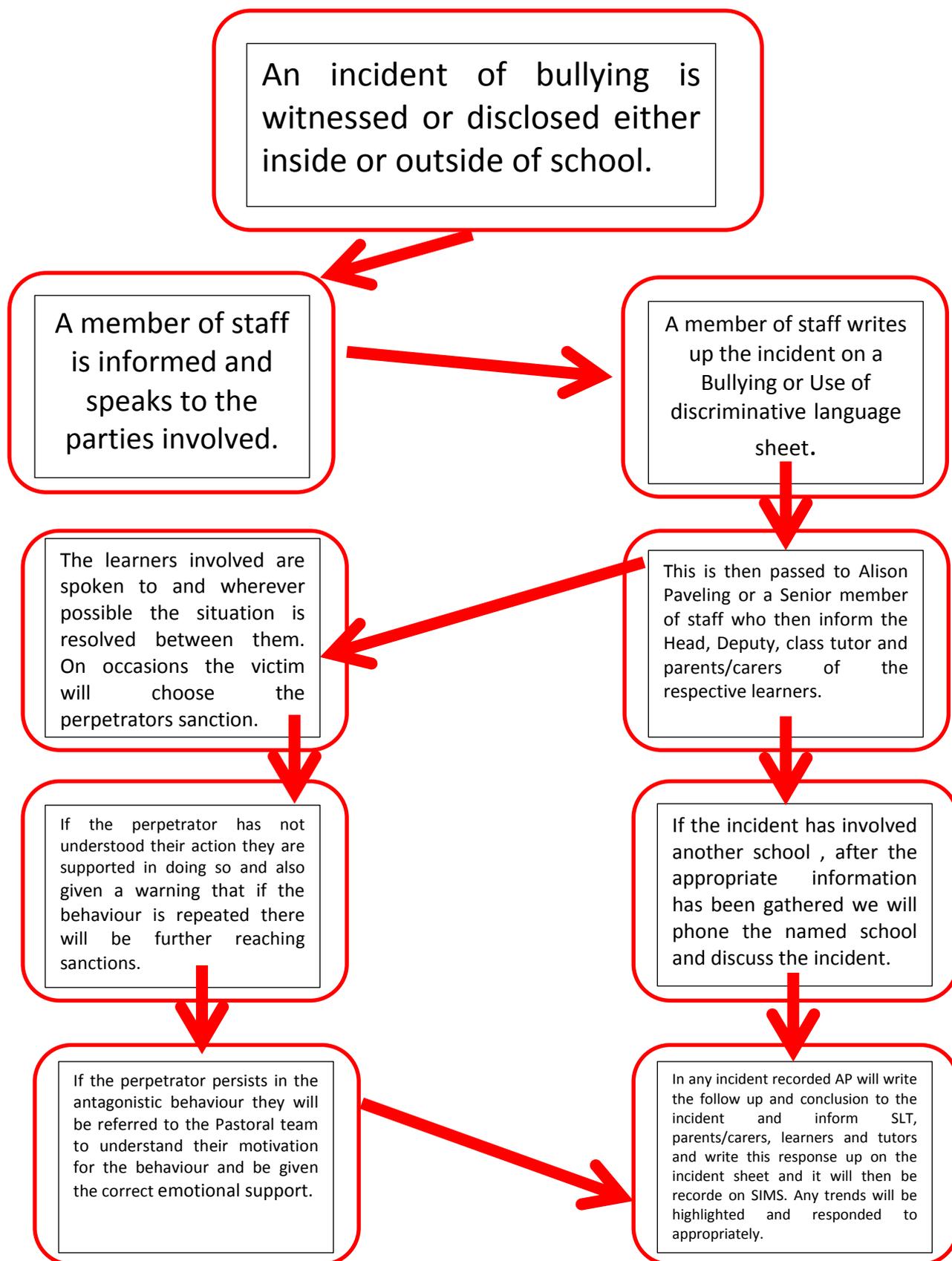
All identified vulnerable groups are further supported within the school by the 'Pastoral Team'; this can include learners who have ever experienced bullying in any environment, the aforementioned groups or learners that in very rare cases have been identified as persistent bullies.

In supporting a cohesive approach to acceptance a great deal of work covered in the curriculum throughout the school is dedicated to the exploration of differences and similarities. There are very specific issues discussed in the PSHCE lessons highlighting the forward thinking ideal of acceptance in our ever changing society. We have recently become an Enhanced Healthy school for a third time in the past two years as Equality and Diversity Champions.

As a school we promote 'Difference and Diversity' with the ideal that the more Learners accept difference then there is much less likely to be incidents of bullying.


*See the flow diagram for reporting procedure.

**Recording Incidents of Bullying, flow diagram:**

An incident of bullying is witnessed or disclosed either inside or outside of school.

A member of staff is informed and speaks to the parties involved.

A member of staff writes up the incident on a Bullying or Use of discriminative language sheet.

The learners involved are spoken to and wherever possible the situation is resolved between them. On occasions the victim will choose the perpetrators sanction.

This is then passed to Alison Paveling or a Senior member of staff who then inform the Head, Deputy, class tutor and parents/carers of the respective learners.

If the perpetrator has not understood their action they are supported in doing so and also given a warning that if the behaviour is repeated there will be further reaching sanctions.

If the incident has involved another school , after the appropriate information has been gathered we will phone the named school and discuss the incident.

If the perpetrator persists in the antagonistic behaviour they will be referred to the Pastoral team to understand their motivation for the behaviour and be given the correct emotional support.

In any incident recorded AP will write the follow up and conclusion to the incident and inform SLT, parents/carers, learners and tutors and write this response up on the incident sheet and it will then be recorde on SIMS. Any trends will be highlighted and responded to appropriately.

*In rare instances a learner displaying particularly disruptive behaviour may be using specific words they know will get a reaction. In these incidents the learner should be calmly asked to leave the room and ignored until they realise this particular word is not being reacted to.*

**Behaviour Management:**

Pupils have the right to learn and are responsible for attending school regularly, be willing to learn and to allow others to learn. All staff have the right to be supported by their peers and managers and are responsible for asking for support when needed, and to offer support to colleagues.

Parents and carers have the right to be kept informed about their child's progress and are responsible for ensuring their child attends school regularly and to discuss with school any concerns they have about their child's learning or well being.

## Rewards

Good work and good behaviour may be celebrated in the following ways:
- Through verbal or visual praise.
- Awarding stickers, certificates or individual reinforcers.
- Being sent to another teacher to be praised or share work.
- Awarding of merits for the new House team system.
- Headteacher's Award.
- Achieving time for chosen activity.
- Note being sent to parents.
- Trips out

## Sanctions

Children should always be made aware that it is the behaviour that is disapproved of, <u>not </u>the child.

For low level inappropriate behaviour sanctions may include:
- A verbal reminder, pointing out the expected behaviour, rather than the unwanted behaviour.
- A verbal or visual reminder, pointing out the consequence of not complying.
- Removal from the group to work 1 to 1 with a member of staff.
- Loss of free time supervised by a member of staff to discuss behaviour.
- Loss of a privilege (e.g. an outing).
- Being sent to a senior teacher to calm down and complete their work.
- Contact with parents to discuss their child's behaviour.
- Being put on a Behaviour chart.

For high-level disruption sanctions may include:
- Loss of free time for a longer period.
- Internal/fixed term or permanent exclusion.

It is the responsibility of all members of staff to enforce the Behaviour Policy with all children at all times in a consistent and agreed manner to the individual child.

Some individual pupils may require the specific support of Individual Behaviour Management Plan's which set up specific strategies and experiences for helping a child to overcome persistent difficulties with inappropriate behaviours. These may include Personalised Learning Programmes and/or work with a learning mentor and/or school counsellor. In such situations 'reasonable adjustment is always considered and implemented where necessary. In situations that require it specific information sharing meetings are held to share relevant information about the learner so all staff can be empathic and consistent in their approach.

## 'Team Teach'

The St. Christopher School Academy Trust is committed to upholding a positive approach to behaviour. As a basis for our policy we acknowledge the philosophy promoted by 'Team Teach', which all staff have received training on and updated at regular intervals by in-school 'Team Teach' trainers.

The 'Team Teach' approach aims to meet the care and safety needs of both pupils and staff. Clear expectations are set by staff and early intervention and distraction are used to prevent situations developing, wherever possible and in most circumstances.

When a child's behaviour requires physical intervention, this will comply with the 'Team Teach' guidelines as practised and promoted within the school. It is also with consultation of Southend-on-Sea's 'Guidance of the use of force and physical Intervention for Staff working with pupils of The St. Christopher School' and the 'Code of Conduct for staff working with pupils of The St. Christopher School'. It is the responsibility of all staff to familiarise themselves with these documents and work within these guidelines.

## Record Keeping, Monitoring and Evaluation

- The class tutor records pupils' merits and behaviour points.
- Incident sheets are used to record behaviours that are inconsistent with what would normally be expected of a pupil and kept in a file.
- Behaviour charts are kept and monitored by the deputy Headteacher.
- Where Behaviour Management Plans are set up for a pupil a copy of these are kept on file and available to all staff concerned with review dates on them.
- Pupil conversations or comments causing concern are recorded on a conversation record sheet and given to the Headteacher.
- Parents to be given a copy of behaviour management plans if requested.
- Pupils who are able to have input into their Behaviour Management Plans.

**Links to other policies:**

- **Safe Touch  Policy.**

- **Equality and Diversity Policy.**

- **Equal Opportunities Policy.**

- **Relationship and Sexual Health Policy.**

- **E – Safety Policy.**

- **Safeguarding Policy.**

- **Accessibility Policy.**

- **Equal Opportunities statement.**

# The St. Christopher School Academy Trust
## Bullying or Use of discriminative language Incident Sheet

**Name of Pupil(s) involved:** _____

**To monitor the incidents of bullying, please could you indicate below if there were any noted incidents of:**

**Transphobia or transphobic language** ☐          **Sexism or sexist language** ☐
(derogatory references to transsexual individuals)

**Homophobia or homophobic language** ☐          **Physical incidents of bullying** ☐
(derogatory references related to homosexuality)

**Racism or racist language** ☐          **Verbal incidents of bullying** ☐

**Cyber-bullying incident** ☐          **Did the incident(s) happen Inside or Outside school   I / O**

**Additional Details:**

**How was the incident tackled:**

**Through discussion** ☐          **Parents informed** ☐

**Tutor informed** ☐          **SMT informed** ☐

**Does further work need to be done around the issues with the individual?**          Yes ☐          No ☐

**If yes, what approach?**

**Staff Name (printed):**          ………………………………………………………………….

**Staff Signature:**          ………………………………………………………………….

**Senior Teacher Outreach and CPD:**          ………………………………………………………………….
**(Alison Paveling)**

**Headteacher:**          ………………………………………………………………….

**Date:**          ………………………………………………………………….

**Follow Up Information:**

| Date | Details |
|------|---------|
|      |         |
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