



Aims and expectations

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all pupils fairly and apply this behaviour policy in a consistent way.
- This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Due to the nature of our pupils, it is inevitable that there will be instances of undesirable behaviour at times. These are dealt with on an individual basis as they occur. Refer to the Physical Intervention Policy.

Positive behaviour management strategies and rewards

- Acknowledge and reward good work and good behaviour. It needs to be noted, that for some children, achievement will be in very small steps and each of those steps needs to be noticed and responded to positively. It is important to exaggerate praise and reward for some children with SEND in order for them to recognise the contrast between the things which are acceptable modes of behaviour and those which are not.

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- Staff congratulation and praise for pupils. (verbally, facial expression, charts, smiley faces etc.)
- Staff can give pupils “Cubes” for good work and behaviour.
- Each class can nominate a pupil each week to receive a “Star of the Week Certificate” in the celebration assembly for particularly good behaviour or good work.
- Offer as much positive attention as possible whilst the pupil is on task; adult attention is often more effective than rewards!
- Be clear about school rules and boundaries.
- Reinforce positive behaviour in assembly, classrooms and in daily activities in all settings.
- Emphasis should be placed on developing positive intervention strategies.
- Ensure that work is presented that offers an appropriate amount of challenge which in turn may decrease opportunities for frustration and boredom leading to negative behaviours.
- Try to diffuse situations before they arise by altering the environment and/or resources used. It is acknowledged that it is sometimes difficult to anticipate all triggers.

Support and Management of Challenging Behaviour

- The school employs a number of strategies to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. In all cases the pupil’s individual special needs are taken into account and achievable standards for each specific pupil are expected.

What to do if behaviour becomes challenging:

- Employ planned ignoring strategies
- Try to distract and play the situation down.
- Do not respond with lots of verbal direction and eye contact.
- Look to agree amongst the team who should take a lead in dealing with a challenging situation.
- Move furniture/people/resources if necessary to maintain a safe environment.
- Calmly state the required mode of behaviour – limit vocabulary to a few words. Avoid eye contact e.g. “Chair please” if child is on the floor or “I want you to sit on a chair in the classroom.”
- If behaviour improves once they have returned to the classroom, the adult who dealt with the situation to offer verbal/facial praise.
- Do not plant suggestions of misbehaviour.
- Do not threaten consequences of misbehaviour.
- Do not present commands as questions.
- Do not have more than one staff member give directions to an individual at the same time.
- Do not restart confrontation by immediately demanding emotionally difficult actions.
- Do not rehash an incident in front of the pupil.
- Where behaviour has proved challenging over a longer period of time, the school will communicate this with parents/carers and associated professionals and therapists to plan further strategies to improve behaviours.

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- All behaviour issues of note should be recorded on Behaviour Watch using the “Incidents” tab. Staff must use their discretion as to what type of behavioural incident should be recorded on the Incidents tab on Behaviour Watch.
- If it has been necessary to use Positive Handling with a pupil this must be recorded using the “Team Teach” tab on Behaviour Watch. Any incidents requiring the use of Positive Handling must be conducted and recorded in line with the school’s “Physical Interventions Policy”.

Behaviour Management Plans and Behaviour Support Plans

- A “Behaviour Management Plan” must be written, agreed and shared to support any pupil that requires Positive Handling- See Physical Interventions Policy
- All pupils who have persistent difficulty in behaving in a socially acceptable way will be supported in their efforts to improve by a written “Behaviour Support Plan” which is available to all staff. These plans are kept in class files in each classroom and on the G drive.
- “Behaviour Support Plans” are written for those pupils who find conforming to certain expectations of behaviour difficult. They are written by those staff that are in most contact with the pupil, in consultation with the parents, Headteacher, and any other agencies necessary.
- Behaviour support plans are always shared with parents so that a consistent approach is achieved between home and school. They are also shared on a regular basis at whole staff meetings and with respite placements if agreed by parents.
- Our aim is to prevent escalation of undesirable behaviour and known triggers are avoided where possible or, if unavoidable, the pupil is prepared as far as possible and supported in dealing with the situation.
- In the behaviour support plan the aim is to replace any negative behaviour with a positive/ more socially acceptable behaviour.
- In addition to the above, teachers and support staff may need to use strategies such as removing a pupil from the class or activity if their behaviour is affecting the learning of others despite using the range of positive strategies mentioned previously.
- In extreme circumstances where a pupils behaviour is causing harm to others and staff do not feel they can successfully manage the situation, the Panic Alarm can be sounded to alert other staff to the situation and further support should be forthcoming.

The role of the class teacher

It is the responsibility of class teachers to:

- Ensure that the behaviour in their classrooms is of an acceptable standard. The class teachers in our school have high expectations of the pupils with regard to behaviour, taking into account the nature of their specific special need, and they strive to ensure that all pupils work to the best of their ability.
- Treat each pupil fairly, and employ positive behaviour strategies consistently and frequently.
- Treat all pupils in their classes with respect and understanding.
- Check that a record of all significant negative behaviours has been put on Behaviour Watch. If the behaviour problems persist, the class teacher will seek help and advice from the Headteacher and a “Behaviour Support Plan” may be written which will be shared with parents, staff and other agencies where

appropriate. Where Positive Handling has been required to support a pupil's behaviour, the class teacher will write a "Behaviour Management Plan" and agree its contents with the Assistant Head Teacher and family.

- Liaise with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the educational psychologist, CAMHS or a social worker after receiving parental permission.
- To report to parents on the progress of each pupil in their class, in line with the whole-school policy.
- To contact parents/carers if there are concerns about the behaviour or welfare of a pupil.

The role of the Assistant Headteacher and Headteacher

The Headteacher and Assistant Headteacher have overall strategic responsibility for school behaviour. It is their responsibility to:

- Oversee the implement the school behaviour policy consistently throughout the school.
- Report to governors, when requested, on the effectiveness of the policy.
- Assist the Head Teacher to ensure the health, safety and welfare of all pupils in the school.
- Assist the Head Teacher by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Monitor the records of all reported incidents on Behaviour Watch. Serious incidences are to be reported immediately to the Headteacher who will discuss the follow up action to be taken.
- Analyse the number and types of behaviour incidents and report to the Headteacher and Governors on a termly basis.
- Consult the Headteacher on decisions involving any type of exclusion. Exclusions are unusual in our school and would only be considered when all other options have been exhausted and taken only after the school governors have been notified.

The role of parents

- The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.
- We have a home school agreement for all pupils and expect parents to abide by it.
- We expect parents to support their pupil's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a pupil, we expect parents to support the actions of the school. If parents have any concerns about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented using the school's Complaints Policy.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Head Teacher and Deputy Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any pupil from school, but very rarely this may be necessary. The school has therefore adopted the 2012 DfE Guidance on Exclusions. Further information on these regulations can be found at

<http://www.gov.uk/government/publications/school-exclusion>

- Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents 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 Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of between three and five 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 and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the impact and effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- All staff have access to Behaviour Watch to record incidents.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no pupil is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of Policy Review – February 2021

APPENDICES:

- 1. Physical Intervention Policy**
- 2. Home School Agreement**
- 3. Anti-Bullying Policy**
- 4. Blank Behaviour Support Plan**

Appendix 1

PHYSICAL INTERVENTIONS POLICY: ADDENDUM TO THE WHOLE SCHOOL BEHAVIOUR POLICY

INTRODUCTION

The aims of Team Teach are:

- ❑ To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.
- ❑ To enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- ❑ To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- ❑ To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- ❑ To provide a process of repair and reflection for both staff and children.

These aims sit well with the school's existing behaviour policy.

These guidelines should be read in conjunction with, and form an integral part of, the school's behaviour policy.

BASIC PRINCIPLES

In the normal daily management of the school, staff will be asking pupils to follow certain instructions and, by and large, these requests are complied with. There are, however, occasions when this is not the case and this is when the routines and procedures set out in the school's behaviour policy are put into operation. It is vital that these procedures are used to provide a gradation of response appropriate to the levels of behaviour shown whilst at all times treating pupils professionally and with respect.

Very occasionally however there may be times when these systems are to no avail and the pupil puts himself/herself at risk or others at risk or property at risk by their actions. It is on these occasions that staff may have to consider physical interventions to prevent such risks. In the event of such a situation arising staff must follow the following principles:

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Physical interventions must only be used as a last resort and then only where there is clear risk of injury to the pupil, others or risk of serious damage to property. Physical intervention should only be used when the potential consequences of not intervening are sufficiently serious to justify considering the use of force; the chances of achieving the desired result by other means are low; and the risks associated with not using force outweigh those of using force.

Staff authorised to use force: The power to use reasonable force applies to any member of school staff. The absence of accredited training does not preclude a member of staff from using reasonable force where needed. However, other than in an emergency (ie to protect a pupil), only those staff who have undergone Team Teach training should use any form of physical intervention or to assist others in such interventions.

At a point when all de-escalation strategies have been exhausted in relation the situation being managed, only those holds and techniques taught during Team Teach training may be used with emphasis on only using the minimum force necessary to achieve the desired result. Use of any other form of physical intervention by a member of staff will result in disciplinary action.

Following any physical intervention, the staff involved must complete a positive handling and physical intervention form by the end of that working day explaining why it was Reasonable, proportionate and necessary to use physical intervention.

STAFF TRAINING

Currently in school we have 2 members of staff that have completed, the 'Train the Trainer Intermediate Team Teach' training course. Both with full pass qualifications to deliver the 6 hour basic and 12 hour intermediate training to others within the academy.

All teaching and teaching support staff will, as part of their induction, access the first available one day (6 hour) Team Teach training course if required. (Some new starters may have received this level of training with a previous employer). Team Teach refresher training will be made available to all existing staff and will form part of the cycle of INSET. Further refresher training will be made available to any member of staff that either requests it or is advised to do so by the leadership team.

PROCEDURES TO BE FOLLOWED IN THE EVENT OF A PHYSICAL INTERVENTION BEING EMPLOYED

A positive handling & physical intervention form *must* be completed *every time* a pupil is physically handled or moved against their will. Forms are located in the Team Teach tab on Behaviour Watch. This may seem to be overkill but if a child goes home and complains to their parent/carer that they have been physically manhandled, and there is no report or record of this in school, then staff are at risk.

Bearing this in mind, the intervention should be reported verbally to the head, deputy or assistant head as soon as possible (ie within minutes rather than hours). The Behaviour Watch Team Teach form should always be completed by the end of the school day unless there are exceptional reasons preventing this, in which case it *must* be completed within twenty-four hours of the intervention taking place.

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All incidents must also be logged in the school's **Positive Handling & Physical Intervention Log File. (Located in Head teachers office)** All Team Teach forms will be printed off and kept this log file. They need to be read and signed by all members of staff involved and who witnessed the physical intervention.

Any pupil who requires physical intervention on a regular basis will have a **Behaviour Management Plan**. This plan must be reviewed after any physical intervention (see below).

Any pupil who does not have an existing behaviour management plan will require one to be written, following a physical intervention.

In order to inform all staff that an incident involving a physical intervention has taken place, the member of staff completing Behaviour Watch record will select "inform all staff" when saving it to the

system. This will ensure that those who may be coming into contact with the pupil can respond sensitively and not unwittingly aggravate a situation further.

Class teacher or a member of the senior management team to inform parents or carers of event as soon as practically possible.

Team Teach FORM

The Team Teach form is available on Behaviour Watch and can be completed when selecting this tab.

Use of this form provides a very clear and comprehensive record of exactly what has taken place in any physical intervention incident; who was holding whom, in what hold and for approximately how long.

An example of the strategies record section of the form is given below based on the following scenario:

A child refuses to stop damaging property. You have gone through de-escalation techniques and warned him that you may have to physically intervene but to no avail.

A staff member then physically intervenes by using a single elbow hold; after about a minute the child is still refusing to comply and another member of staff supports by using the double elbow hold.

After about 30 seconds the child still refuses to comply so staff move the child to a sitting position. After a further 2 minutes the child is still refusing to comply and so another member of staff takes over from one who is holding the child.

The staff hold this position for about 3 minutes, during which time the child slowly begins to calm down and the holds are gradually released so that repair and reflection can take place.

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techniques	standing			Sitting / chair			kneeling		
	event	time	initials	event	time	initials	event	time	initials
Single elbow hold	1	< 1 min	JLB						
Figure of four									
Double elbow hold	2	< 1 min	JLB MDF	3	< 2 min	JLB MDF			
Double elbow hold				4	< 3 min	MDF ANO			
Other									

NB If more than one pupil has to have physical interventions for the same incident, then these must be recorded on separate forms.

THE POSITIVE HANDLING & PHYSICAL INTERVENTION LOGS

All incidents of positive handling will be recorded onto Behaviour Watch. This record acts as a digital log of the event.

The purpose of this log is to be able to demonstrate patterns emerging, that a rigorous approach is taken to the protection of all concerned and that the school is managing issues in an open and transparent way.

AN INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

An individual behaviour management plan can be put into place at any time a member of staff feels it may benefit a pupil who is at risk of not complying with the school's behaviour policy (It does not have to include physical interventions)

However, such a plan must automatically be put into place (if not already existing) as a consequence of a physical intervention taking place.

Once a plan has been formulated it is essential that all staff are aware of its contents so that they can support the pupil with a team approach.

Such a plan must be reviewed at least termly and always after a physical intervention has taken place.

A review of a behaviour management plan may result in the decision that it is no longer required and therefore can be discontinued.

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Individual behaviour plans will always include a risk assessment where the pupil is at risk of not complying with the school's ethos and thereby putting himself/herself, or others, at risk.

Behaviour Management Plans and associated Risk Assessments must be stored on the G Drive in a folder called "Behaviour Plans" a copy must also be kept in the pupils school file. A copy of the plan must also be distributed to all staff. It is likely that plans will be discussed as part of full staff meetings at least once a term. When a plan is revised, updated copies must be distributed in the same way. It is important to date each time a plan has been revised at the bottom of the form.

FLOW CHART

Positive Handling is required



Behaviour Management Plan completed in consultation with parents/carers.



Behaviour Management Plan distributed to all staff and stored both in pupil file and on G Drive "Behaviour Plans"



Behaviour Management Plan reviewed at least once a term and/or following further situations regarding physical intervention



Behaviour Plans updated regularly. Pupil no longer requires a plan.

COMPLAINTS AND ALLEGATIONS

Complaints and allegations will be managed using the procedures outlined in the following school policies as appropriate: Complaints Policy, Safeguarding Policy, Disciplinary and Whistle Blowing Policies.

MONITORING AND REVIEW

- The Governing Body will be kept informed of the number of recorded incidents necessitating positive handling by way of the Head Teacher's Report to Governors produced three times a year. The Health and Safety Link Governor will also review the number of positive handling incidents as part of their monitoring role.
- Behaviour Management Plans will be reviewed by staff on a termly basis or following any significant event.
- This policy will be reviewed annually.

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Senior Management Team

APPENDIX 2

Home/School Agreement

Our School is committed to providing a quality education for all pupils.

As a school we will:

- Contact parents if we have any concerns about their child (attendance, behaviour, health, welfare etc.)
- Provide regular opportunities for discussing your child's progress.
- Keep parents informed about school events by newsletters and notices.
- Encourage pupils to do their best at all times.
- Provide a balanced curriculum aimed at meeting the individual needs of our pupils.
- Be respectful, open and welcoming at all times and offer you the opportunity to become involved in the life of the school.

Signed _____ Headteacher, on behalf of the staff and Governors of Boston Endeavour Academy.

You can help us by:

- Ensuring that your child attends school regularly, including avoiding taking children away on holiday in term time.
- Contacting the school whenever your child is absent, giving the reason and approximate length of absence. (Please remember that 48 hours after the last bout is required before a child returns to school after sickness or diarrhoea)
- Helping your child prepare for the school day by ensuring that homework is done and your child has everything they need for the day.
- Attending Parents meetings, including Annual Reviews, to discuss progress.
- Treating staff with respect.
- Contacting staff if there is any problem which may affect your child at school.
- Accepting the schools behaviour policy and physical intervention policy.

If you agree to the above please sign.

Parent/Carer _____ date _____ -

Pupil's name _____

Appendix 3

Anti-Bullying Policy

Statement of intent

At Boston Endeavour Academy we aim to provide a safe, caring and friendly environment for all our children and young people to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure children and young people feel safe, including understanding the issues relating to safety, such as bullying, and that they feel confident and have the means to seek support should they feel unsafe.

Aims

- It will be made clear that bullying behaviour is not acceptable
- Preventative measures form part of our overall anti bullying ethos – eg visible staff support at all times
- All adults will read this policy and keep a copy in their handbook. They will therefore have an understanding of what bullying is
- All adults will follow this policy
- All our children and young people, where cognitively able, and the parents of all pupils, should be aware of what to do if bullying occurs
- There should be no “hierarchy” of bullying – all forms of bullying should be taken equally seriously. Where a pupil is deemed to not be responsible for their actions the incident may be dealt with in a different way

Objectives

Preventing bullying

The most effective way of preventing bullying is to create effective environments in which:

- the contribution of all children and young people are valued
- all children and young people can feel secure and are able to contribute appropriately
- stereotypical views are always challenged, and children and young people learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- children and young people learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- children and young people are supported to develop their social and emotional skills

What is Bullying?

The Lincolnshire Children’s Services Anti Bullying Strategy defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

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Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

- **DIRECT PHYSICAL BULLYING:**
Hitting, kicking, pushing, taking or hiding/damaging belongings

including money
- **DIRECT VERBAL BULLYING:**
Name calling, teasing, insulting, using verbal threats
- **INDIRECT BULLYING:**
Looks, social exclusion, spreading rumours, gossiping, and graffiti

Cyber bullying is a more recent problem that has come about through the increased use of mobile phones and the Internet. It can be an extension of face to face bullying, with technology providing the person who bullies with another route to harass their target. However it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; and the perceived anonymity. It may also involve the misuse of associated technology such as cameras and video facilities. Cyber Bullying can be defined as:

The use of Information and Communication Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone.

Why are children bullied?

Children and Young People are bullied for a variety of reasons; vulnerable groups are particularly at risk of bullying.

Specific types of bullying include bullying related to:

- Race, religion or culture.
- Special Educational Needs (SEN) or disabilities.
- Appearance or health conditions.
- Sexual orientation.
- Young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual and trans-phobic bullying.

Signs, Symptoms & Effects

Children and young people who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy

Effects can be:

- Changes in work patterns
- Lacking concentration
- General unexplained behaviour

These changes may also be a sign of abuse so if no incidences of bullying are evident staff will consider other possibilities for the change in behaviour.

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Reporting

Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).

All staff should listen to a pupil who wishes to speak to them at any time. They will report on any issues of bullying to the class teacher and to the Head at a meeting as soon as possible after the event occurs.

If a child tells their parents they have been bullied they should speak personally to the Head or in her absence the class teacher.

Should visitors, students, volunteers or Governors witness an act of bullying they should report it directly to the Head Teacher, or in her absence, to the Deputy Head Teacher.

Responding

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached in consultation with the Head and class teacher.
- A clear account of the incident must be recorded
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- The Police should be notified if appropriate

Children and young people who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child / young person
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence.

Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Informing and supporting parents or carers to help change the child or young person's attitude
- Maintaining ongoing communication with parents or carers

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending
- Withdrawal of privileges
- Internal exclusion

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- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Police involvement

Evaluation

The policy will be reviewed annually to assess the effectiveness of its implementation through discussion with all stakeholders. The policy will be promoted and implemented throughout the year.

This Policy has been updated February 2021

Appendix 1

Further information about specific types of bullying

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour.

Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers, parents or their peers before they are ready to. Children and young people can also be targeted due to family members identifying as lesbian or gay.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide

care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including

risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subjects of bullying by association.

Sexist, sexual and trans-phobic bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying

may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Children and Young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as trans-gender.

Cyber bullying

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.

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APPENDIX 2

Anti-bullying information sheet for pupils:

This may not be relevant for many of our pupils but could be used where appropriate as a discussion document for older pupils.

Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).
- It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

We do not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell a friend.

If you have been bullied:

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.
- when you are talking to an adult about bullying be clear about:

What has happened to you, how often it has happened, who was involved, who saw what was happening, where it happened, what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.

Organisations that can offer support

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Lincolnshire County Council does not necessarily endorse all the views expressed by these organisations.

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Telephone: 0845 230 2560

Actionwork

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Telephone: 01934 815163

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.

Telephone: 0808 800 5793

Anti-Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Telephone: 020 7843 1901

Beatbullying: CyberMentors

This is a unique programme to tackle cyberbullying. Cyber Mentors are an army of young people who help, assist and support their peers in an online virtual community, as well as on mobiles, helping to safeguard themselves and act as mentors and guides to young people they meet online when chatting, surfing and just generally having fun.

Bully Free Zone

Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Telephone: 01204 454958

Bullying Online

Provides an email advice service for children and young people, as well as online help and information for schools and pupils.

ChildLine

Offers a free 24-hour helpline and counselling service for children in distress or danger.

Telephone: 0800 1111

Children's Commissioner

Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account.

Telephone: 0844 8009113

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Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.

Telephone: 0808 1000143

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Telephone: 020 7730 3300

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4 to 11-year-olds.

Telephone: 0870 759 3388

National Autistic Society

Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs.

Telephone: 0845 0704004

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes.

Telephone: 020 7825 2500 .

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Telephone: 0808 800 2222

School's Out!

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues.

Telephone: 01273 298299

APPENDIX 4
Behaviour Support Plan

Start date		Review date		Staff involved		Named agencies in these boxes				
Strengths:				Areas to be developed:						
Statement Targets All objectives written here but any behaviour targets are in bold.				Annual Review Target						
TARGET	STRATEGIES		OTHER INPUT	SUCCESS CRITERIA	REWARD/SANCTIONS					
To replace undesirable behaviour with desirable behaviour – specify.	Including any use of Team Teach holds. Include triggers if known.				Include actions to be taken if it continues.					
COPIED TO	Parents	Respite	Social Worker	CAMHS	SALT					

I have read the plan and agree to support staff by, where possible, applying the same strategies at home for this behaviour.

Parents/ Carers Signature:

Date