BEHAVIOUR AND ANTI-BULLYING POLICY
(Includes the policy on Peer-on-Peer abuse)

"This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School."
COVID–19 PANDEMIC – See Appendix 8

Date policy first adopted: March 1997
Date reviewed: May 2023
Reviewed By: Vicky Aspin
Date ratified by Governing Body: n/a
Date of next review: May 2024

1. INTRODUCTION

1.0 In order to cater for the learning difficulties of our pupils, which are complex, we need a behaviour policy that is <u>consistently</u> delivered by everyone involved with Abbey Court School. This will ensure that learning opportunities are maximised. All staff are trained in PROACT-SCIPr-UK © to ensure consistency (Positive Range of Options Avoiding Crisis using Therapy – Strategies for Crisis Intervention and Prevention (revised, UK). – 'PROACT - SCIP' is described as; "A Whole Approach to our work with individuals who Challenge" and is accredited by the BILD Code of Practice for Trainers in the use of Physical Interventions (2001).

1.1 Successful positive management of behaviour is firmly rooted in the school ethos. Positive behaviour should be constantly and appropriately reinforced. It is important that all staff continually evaluate their own behaviour and attitudes in order to appreciate the positive and negative messages they are giving to the pupils. (e.g., We should ask ourselves "Am I focusing on the negative behaviour?" etc. etc.)

1.2 The School ethos encourages an atmosphere in which staff feel free to discuss problems with regard to behaviour management. Difficulties are not seen as failures. The management of behaviour can be stressful and challenging. Staff must be able to rely on and support each other in an atmosphere which encourages openness, discussion and mutual respect.

1.3 This behaviour policy is in a continual stage of development as it is recognised that behaviour theories and methods will change and improve in light of experience and, possibly legislation.

1.4 Abbey Court School is a Gold Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that through their learning

and experience of school, our pupils grow as healthy as possible, receive protection, have their views listened to and are treated fairly and with respect.

Article 3 – The best interests of the child must be a top priority in all things that affect children.
Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.
Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

1.5 This document supplements all school policies but has a particular affinity with the: Child Protection, Equal Opportunities/ Racial Discrimination, P.S.H.E., R.E. SMSC and Health and Safety Policies as well as the Abbey Court School Aims and Values. The recording of pupil behaviour, and subsequent review, uses online software called Behaviour Watch: https://www.behaviourwatch.co.uk/public/gb/index.html

1.6 PRINCIPLES, VALUES AND ENTITLEMENTS:
- If a pupil has a known behavioural pattern/problem, there should be no pre-judging of that pupil by members of staff.
- Time should be given to both pupils and staff to be able to achieve goals that have been set.
- Pupils should be encouraged to be aware of themselves as individuals and have a sense of their own identity.
- Self-advocacy is to be respected at all times by all members of staff for all pupils.
- Pupils should be equally valued and have equal opportunities.
- Pupils have a right to learn.
- There should be age-appropriate learning.
- The pupils should be encouraged to fulfil their potential.
- The pupils should be encouraged towards independence, and learn to be responsible for themselves wherever possible.
- There should be an element of progression for every pupil.
- Both pupils and staff are entitled to have support.
- Pupils require sensitive handling at all times.
- Positive attitudes should be maintained at all times.

2. DEFINITION

2.0 The organisation and management of behaviour in Abbey Court School is underpinned by a whole school approach, and is much a part of the ethos of the school as an approach to the management of individual situations

2.1 Abbey Court School has a positive approach to the behaviour of pupils with an emphasis on rewarding good behaviour and achievement rather than punishing bad or inappropriate behaviour. In this way, we intend to assist pupils in understanding and controlling their own behaviour.

2.2 Pro-active behaviour management i.e. foreseeing possible behaviour difficulties before they happen is a positive approach to dealing with behaviour problems rather than reactive management, i.e. the application of sanctions for bad behaviour. At Abbey Court School we strive constantly to be proactive.

2.3 Also see the SMSC policy. Abbey Court School makes effective provision for the four aspects of pupils' personal development (Social, Moral, Spiritual and Cultural) and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, relationship and sex education and citizenship, and developing and respecting the rights of pupils with a focus on British values. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

3. AIMS

3.1 To provide a safe and happy environment conducive to learning encouraging pupils to manage their own behaviour and recognise that they have responsibilities as good citizens.

3.2 To promote a consistent approach to meet individual needs.

3.3 To foster an atmosphere of awareness and concern for the needs of others.

3.4 To develop mutual respect for the rights of everyone associated at the school.

4. OBJECTIVES

4.0 To have agreed behaviour management procedures which are known by all staff.

4.1 To have a defined structure for behaviour management to support staff, which incorporates clear guidelines on the use of rewards, sanctions and procedures, behaviour requiring special behaviour management and working with parents

5. RECORDING AND ASSESSMENT

5.0 Individual behaviour support plans (IBSP's) will be drawn up as and when appropriate using a common proforma (see appendix 4). A common recording sheet will be used to show progress or the need for further intervention (appendix 2). Any specific staffing that is used to support individuals will be named on the proforma. An explanation of how a decision to compile an individual behaviour support plan (IBSP) is given in paragraph 7.4 of this policy.

5.1 An agreed approach to and format for recording will be used throughout the school to provide consistency. Individual behaviour support plans will be monitored very regularly and the information disseminated to all concerned. (E.g., Pupils, Parents, Staff, Professional Bodies involved, e.g., Educational Psychologist).

5.2 Where appropriate, an Individual behaviour support plan forms part of a pupil's I.E.P. and will be reviewed annually at the Annual Review, and as pertinent as a pupil's behaviour changes. Where physical interventions are planned the aim will always be to reduce the need for these and indeed the need for an IBSP.

5.3 An **incident file** is kept in the main office for the incident records. Events that are classed as an 'incident' will meet at least one of the following criteria:

- A challenging behaviour requiring the use of physical interventions <u>and</u> resulting in a recordable injury to anyone involved (staff, pupil).
- A challenging behaviour requiring physical intervention <u>or</u> resulting in a recordable injury to anyone involved whilst in the public gaze (e.g., on an educational visit or in the presence of a visitor in school).
- Any event or occurrence that may be classed as a 'near miss' (e.g., a pupil leaving the school building unseen who is subsequently found safe and well in the school car park)
- A challenging behaviour or event/occurrence resulting in a significant injury/concern that requires the subsequent involvement of outside agencies (e.g., medical, social services, parents, police)
- Any event or occurrence that involves inappropriate behaviour (e.g., a pupil undressing or sexualised behaviour in public) or results in damage to property.

These incidents can be recorded using the Behaviour Slip on BehaviourWatch and then printed for the attention of the most senior member of staff on site (In any case a verbal report should always be made <u>without delay</u> to the Headteacher or member of the Senior Management Team). Events that do not fit into these criteria (e.g., a minor injury caused by one pupil on another person), is recorded using the Behaviour Watch behaviour slip; for these incidents, a printout is not required.

6. <u>ORGANISATION AND DELIVERY</u>

6.0 Abbey Court School aims to provide a positive climate with high expectations of all pupils in the management of their behaviour and work. The staff recognise the association between high expectation, quality teaching, and good behaviour. The following offer strategies and entitlements that support Abbey Court Schools` ethos:

6.1 Staff aim to offer consistent communication when carrying out behaviour management, with attention to both verbal and body language. The pupils in the class need to know and understand the class rules and the acceptable standards of behaviour. When dealing with behaviour, class teams plan for continuity, and specific handling techniques are monitored as necessary. This necessitates co-operation and understanding between classroom staff.

6.2 Pupils are given the opportunity to discuss behaviour issues and participate in problem solving through Pupil voice meetings, PSHE and citizenship and circle time lessons, and through the pupil survey. This includes allowing and enabling students to express themselves appropriately. Opportunities are given through, for example role play, to recognise and practice positive behaviours, developing understanding, empathy, trust and support.

6.3 Good classroom practice promotes good behaviour. Targets are communicated clearly to pupils, and teachers ensure, through differentiated planning, that the targets are realistic to the present performance and in relation to the performance of their peers. The criteria for success is stated. The management of the environment is also important in creating calm; having routines; class rules; security; shared values; adequate equipment and resources. Attention to group formations and to the management of groups within the classroom is also beneficial.

6.4 The curriculum is interesting, exciting, varied, relevant, and has regular changes. Variety can increase attention and motivation - different teaching strategies are employed in each class by each teacher. There are always equal opportunities, (e.g., Equal Opportunities Policy).

6.5 Staff need to carry conviction and confidence when implementing Individual behaviour support plans, this is enabled through self-confidence which in turn generates confidence in the pupils. A system of positive rewards and incentives is encouraged as opposed to a reliance on negative sanctions. Staff ensure that the pupil perceives that rewards are related to good behaviour. Confrontation can usually be avoided by staff getting to know and understand their pupil's needs and concerns.

6.6 Any strategies agreed upon are given time to work. Pupils also require time to assimilate information and instructions and to respond. Pupils` views are important. Listening is an important skill.

6.7 Staff in Abbey Court School set a good example. They provide a good model of behaviour and attitudes. Cases of 'Do as I say not as I do' and "I won't have you shouting in my class, Fred Bloggs", are not appropriate within our ethos.

6.8 There is a climate of mutual respect and the rights of everyone.

6.9 All pupils are given opportunities to develop class charters and behaviour codes.

7. BEHAVIOUR MANAGEMENT

7.1 General Behaviour Management

We believe that the children at Abbey Court School should exhibit good standards of behaviour. We have high expectations of them.

Good classroom practice promotes a positive atmosphere which promotes good behaviour. Examples of strategies used to achieve this include:

Use of role models; clear expectations; establishing clear boundaries; discussing behaviour and consequences with the pupil; and most important consistency and clarity amongst staff within the class, department and school in dealing with difficult situations and behaviour.

7.2 DAY TO DAY BEHAVIOUR MANAGEMENT

At Abbey Court School we believe in the use of rewards to motivate pupils and to promote good behaviour. Positive behaviour will be encouraged at all times.

Examples of rewards that may be used are:
 Verbal praise,
 Gesture,
 Smiling
 Token - e.g. In-house certificates or stickers
 Privileges - e.g., taking register back, choosing a favourite activity
 Showing good work in assembly and celebrating with the whole class
 Sent to the Leadership Group or Senior Management Team
 Clapping
 Thumbs up

All rewards introduced should be within agreed school guidelines. Under no circumstances should food, drink or close physical contact (i.e., kissing or hugging) be used as a reward.

General expectations of good behaviour will be promoted at all times. It is accepted that within the day management of the class children may need reprimanding. This can be done using facial expression, tone of voice etc.

7.3 Due to the developmental ability of pupils at Abbey Court School it is often necessary to offer some support or physical encouragement to move around the school. For pupils' and staff, particularly in the secondary department, hand holding is inappropriate. Instead, '**Touch Support**' is used whereby, if necessary, a pupil is lightly touched or supported on their forearm with the other hand being placed supportively on the shoulder if extra support is needed. As this is used to support pupils it is not a physical intervention that is required to be added to an individual behaviour support programme.

7.4 <u>BEHAVIOUR REQUIRING SPECIAL BEHAVIOUR MANAGEMENT</u>

BehaviourWatch will help to identify when a difficult or negative behaviour becomes consistent or persistent and requires planned physical interventions then an individual behaviour support plan will need to be agreed and documented. *(See 10.3 Behaviour Problem Solving at Abbey Court School).
Individual behaviour support plans are based on systematic observation and assessment and/or the use of the data from Behaviour Watch. At the start of each long term the behaviour coordinator reviews the incidence of behaviour and advises the Key Stage Leaders whether an IBSP would be pertinent for a specific pupil. There are two levels to these programmes. The first (Individual behaviour support plan Level 1) defines management strategies for a pupil where there is no requirement for planned physical intervention (These are shared with parents). The Second (Individual behaviour support plan Level 2) is used where physical interventions are planned for and parental <u>agreement</u> is required.

Additionally, the teacher's professional judgement will determine when behaviour needs an individual behaviour support plan (I.e., when the normal rewards and sanctions cease to be effective).

7.5 Each individual pupil will need his / her own Individual behaviour support plan constructed, which will be followed by the staff to achieve consistency in approach. When carrying out Individual behaviour support plans, rewards should be used with consideration for them to be effective and sanctions must be agreed and written into the programme, i.e. (what sanction will be given and why). Sanctions will never include corporal punishment <u>or</u> withdrawal of a pupil's entitlement.

Any PROACT-SCIPR-UK (Strategies for Crises Intervention and Prevention) techniques used will be written into a level 2 individual behaviour support plan (see App 4).

7.6 <u>BULLYING</u>

It is recognised that there may, usually due to the developmental needs of our pupils, be instances of what might be considered bullying of pupils by another pupil in the school, but please refer to section 14 for a definition of bullying. Bullying will be dealt with in the same way as all other inappropriate behaviour, i.e. Once the behaviour is recognised it will be observed, assessed and managed using methods outlined above. The Abbey Court School Child Protection and Equal Opportunities/ Racial Discrimination policies are also specifically relevant here.

All instances of bullying will be reported using the record of incidents proforma in the attached appendices.

8.1 <u>WHEN TO USE PHYSICAL INTERVENTION</u>.

Section 550 of the 1996 Education Act, clarified circumstances for using reasonable force to control or restrain pupils. This was then reiterated and reinforced through The Education Act 1997 (Section 4) which clarified the use of physical force by teachers. Since then, a range of laws and government guidance have been used to attempt to clarify the use of force in schools including:

- The Department for Children, Schools and families; Human Rights Act 1998
- DFES / DH Guidance on Restraint (Autistic Spectrum Disorder) (2002)
- DFES Guidance on Restrictive Physical Interventions (2003)
- Section 93 of the Education and Inspections ACT 2006 and the
- 'Use of reasonable force' Advice for headteachers, staff and governing bodies July 2013
- Reducing the Need for Restraint and Restrictive Intervention (Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings) June 2019

Schools are enabled to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any, of the following:

a) Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
b) Causing personal injury to, or damage to property of, any person (including the pupil himself): or
c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

8.2 <u>WHEN PHYSICAL INTERVENTION IS USED</u>

The following relevant considerations should be taken into account when physical intervention is to be used (Key points from 'Use of reasonable force'; Advice for headteachers, staff and governing bodies July 2013)

 • School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
• Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
• Senior school leaders should support their staff when they use this power.

What is reasonable force?
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

('Use of reasonable force'; Advice for headteachers, staff and governing bodies July 2013)

The Medway Authority has recognised PROACT-SCIPR-UK (Strategies for Crisis Intervention and Prevention) as an agreed method for behaviour management which includes the use of appropriate restraint. Some guidelines contained therein are listed:

a) Only use the minimum physical intervention necessary
b) Only physically intervene with the pupil for the length of time necessary
c) Only agreed PROACT-SCIPR-UK procedures are to be used by trained, named staff (assessed for competence by the accredited PROACT-SCIPR-UK Instructors).
d) The incident and intervention used must be recorded on Behaviour Watch. This must also be brought to the attention of the Senior Management Team at the time. (See 5.3). (See appendix 10).
e) Parents of the pupil must be informed by a Senior member of staff whenever a physical intervention has been used that is not in a pupil's IBSP, otherwise by the class teacher in discussion with SMT.

8.3 **Duty of Care**: No person is expected to put themselves at risk by restraining a pupil; however, the safety of the pupil and other pupils present is paramount. If a situation demands an instant and immediate response to protecting the Health and Safety of a pupil then staff have a duty of care to do so. (Staff are trained in Physical Interventions and **not** in restraint procedures as these are not currently deemed necessary at Abbey Court School).

9.   SANCTIONS

9.1   A sanction is an agreed constructive approach to dealing with a behaviour problem. It is recognised that even occasional inappropriate behaviour may still need sanctions.

9.2 Pupils that have Individual behaviour support plans will have <u>agreed</u> sanctions, clearly outlining the approach required and by whom it should be carried out. This will ensure consistency at all times. (See Behaviour requiring special behaviour management, 7.4)

9.3 Sanctions will only be carried out by employed members of staff. People not employed by the school i.e., volunteers, <u>may not</u> enforce a sanction.

9.4 Sanctions need to be clear and brief.

9.5 Sanctions placed on a child must be carried out to ensure consistency and purpose.

9.6 Sanctions must be realistic.

9.7 Sanctions should take place immediately. (Unless a pupil is able to understand the relevance of sanctions not taking place until a period of time has elapsed.)

9.8 All sanctions used should be recorded on Behaviour Watch.

9.9 It is important when applying sanctions to ensure that the students' self-esteem is not diminished and that it is the behaviour that is being punished and not the perpetrator.

9.10 The responses and behaviour of the staff should be examined as closely as that of the pupils.

9.11 <u>AGREED SANCTIONS</u>

Reprimand - i.e., Verbal, signed, or by facial expression.
Restitution - i.e., putting things right
Reparation - i.e., undertaking a task that is relevant to the situation as   compensation for the misbehaviour.
Restrictions - i.e., Loss of privileges

9.12 <u>FORBIDDEN SANCTIONS</u>

(The use of forbidden sanctions by staff can lead to disciplinary action and/or the reporting of incidents/concerns to safeguarding bodies)

Corporal punishment - i.e., smacking or any other physical punishment.
Deprivation - i.e., of food, drink, education entitlement
Ridicule
Mechanical Restraint – the use of equipment to restrain or limit the movement of pupils (If a pupil is required to be placed in a mobility device, then it is necessary to ensure that the appropriate use of the specified equipment is identified in their IEP. Any use of the equipment beyond that described could be considered as inappropriate physical restraint by mechanical means
Standing in the corridor
Shouting at a pupil (other than an assertive command in a Health and Safety context).

10. COMMUNITY LINKS/WORKING WITH PARENTS

10.1 When an Individual behaviour support plan is necessary parents and outside agencies will be involved as appropriate. Draft Individual behaviour support plans will be sent home for parental approval. Any Individual behaviour support plans involving physical intervention will ALWAYS be discussed with parents before implementation (other than for health and safety reasons.

10.2 Agreed Individual behaviour support plans are uploaded to the pupil file on BehaviourWatch. The behaviour co-ordinator monitors these to check that they are reviewed and updated by SMT/Class teachers.

11. STAFFING AND RESOURCES

11.0 Each class team will be responsible under auspices of the class teacher for the behaviour management of all members of the class. Teams work together to problem solve the management of behaviour and agree strategies with the KS leader.

11.1 Any Individual behaviour support plans will then be written by the KS Leader and class teacher and approval obtained by the behaviour co-ordinator (Level 2 IBSP's are signed by the parent/carer; Key Stage leader; Deputy Head; class teacher and the behaviour coordinator).

11.2 Necessary resources will be highlighted through Key Stage leaders who report to the Leadership Team.

11.3 "Children who require complex or repeated physical management should have a prescribed written handling policy, and staff dealing with them (generally in special or residential schools) should be trained in proper and safe methods of restraint…" (Section 550A of 1996 Education Act). It is recognised that all staff are entitled to training and opportunities will be offered to continue to develop behaviour   management skills.

11.4 All staff have received training in Strategies for Crisis Intervention and Prevention and the staff who have completed the PROACT-SCIPR-UKr-UK Instructors course are registered trainers. Staff will receive regular updating of PROACT-SCIPR-UK procedures to ensure a consistent approach towards behaviour management. The inclusion of any physical intervention in an individual's Individual behaviour support plan will be:

- by the co-ordinator for the management of pupil behaviour
- by agreement with the Head/Deputy
- by agreement with the parents (Individual behaviour support plan requires signature)
- following the practice and assessment by instructors of competence in the use of the agreed Physical Intervention.

12. EQUAL OPPORTUNITIES

In line with the school ethos there are principles, values and entitlements written within appendix 3 (Also Refer to Abbey Court School Equal Opportunities Policy).

13. HEALTH AND SAFETY

Where a pupil has a specific Individual behaviour support plan, all staff who work with the pupil must fully understand the procedure.

All other staff should be made aware of the plan and procedures.

In order to secure the school premises and ensure the safety and well-being of pupils a keypad system has been installed on entry to the school. Apart from this, pupils have free access within the school and its grounds (Also see Abbey Court School Security Section in the Health and Safety Policy).

14.   ANTI_BULLYING

14.1   DEFINITION
We have to be very careful to recognise the differences between bullying and conflict, violence and disagreement. Bullying is the exercise of power by one person over another involving repeated deliberate, threatening, or hurtful behaviour of a physical, verbal or emotional nature. Bullying is repeated oppression of a less powerful individual or group. "One off incidents" may not therefore be bullying.
(from https://www.gov.uk/bullying-at-school/bullying-a-definition November 2014)

At Abbey Court School we recognise that the bully is also a victim, usually having low self-esteem, perhaps may have suffered bullying and is frightened and unsure and needs care and perhaps counselling to cope with fear/anger.

We encourage those in our care to have respect for themselves and others and for their environment. This we believe reflects our ethos and reflects the Abbey Court School Aims and Values. We believe that every child has the right to a safe and secure environment in which to learn and achieve success.

14.2   Bullying On Mobile Phones
        (See also the computing policy)

Types of mobile bullying
There are many ways that pupils can get bullied through a mobile phone (though, due to the nature of pupil need at Abbey Court School it is unlikely that a pupil will be able to fully and independently access a mobile phone).

Scary phone calls
Victims of mobile phone bullying can receive abusive phone calls from someone who uses threats of violence to scare them. Some bullies choose to stay silent on the other end of the phone, which is confusing and worrying for the person who answers the call.

Abusive text messages
People who bully sometimes send text messages that try to scare, upset or hurt someone on purpose. Getting a message like this can be frightening, especially if it is from someone you do not know.

Offensive picture messages
You may also be worried about photos and images that you have been sent over your mobile phone. These could be pictures of you that have been taken without your knowledge. They could also be pictures that show you in situations that you would rather keep private.

Embarrassing or violent videos
If you're being bullied over your mobile phone, you might:
- get videos of yourself that you did not know were being filmed

- see embarrassing mobile phone videos of yourself posted on video sharing websites like YouTube

14.2 PURPOSE

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are unacceptable.

To empower those who witness bullying anywhere in the school to report it.

To ensure that bullying behaviours are understood and that those who are bullied can report incidents in a fear and threat-free environment.

To share information with the whole school community.

AIMS

To promote a secure and happy environment free from threat, harassment, and any type of bullying.

To take positive action to prevent bullying from occurring, through R.E. and PSHE and C. programmes and the implementation of the school's Equal opportunities, Child Protection and Behaviour policies and the use of Circle Time.

To show commitment to overcoming bullying by practising zero tolerance.

To involve pupils and parents in the school's expectations and to foster a productive partnership which helps maintain a bully-free environment.

To make staff aware of their role through training and foster the knowledge and attitudes which will required to achieve these aims.

To ensure that pupils are treated with respect and dignity.

All action relating to curricular issues underpins the belief in valuing people as individuals and their right to a bully-free environment.

The stated aims will be further achieved though the school policies and programmes already in practice.

The AIMS of our anti - bullying policy are:
- To provide a safe and secure environment for our children
- To encourage respect for the individual at all times, celebrating the differences between us
- To prevent bullying behaviour

14.3 Guidelines and Whole Staff Responsibilities

- Children will be encouraged to develop the appropriate skills enabling them to make reasoned and informed choices, judgements and decisions and to enable them to report an incident to an adult

- An environment will be provided within the school and the classroom in which every child will be valued.

- All staff are aware of and involved in the drawing up and in the review of the Equal Opportunities, Child Protection and Behaviour policies within the school.

- Strategies are in place through behaviour and PSHE&C policies to support positive behaviour within the school.

- There are systems in place within the behaviour policy for managing and reporting any incidents. Reports are made to: Class Teacher, Key Stage leader, Assistant Headteacher, Deputy Head Teacher, and Head Teacher.

- Interactions and behaviours are closely monitored at all times by teachers and those in charge of pupils and reports of behaviour and other incidents are reported on an incident form and subsequently investigated.

- Pupils are constantly reminded through PSHE&C lessons to "TELL THE NEAREST ADULT, IF ANYONE DOES ANYTHING YOU DO NOT LIKE" as a strategy to protect themselves and that they have rights under the UNICEF convention. A help request card is available in all classes.

- Pupils will be encouraged to speak out about bullying behaviours witnessed or experienced.

14.4 POSITIVE ACTION
Awareness raising of bullying is included in our work with children – through:
- Assemblies
- Curriculum work in the classroom
- Talk and sharing time in the classroom
- One to one talking with a child or group of children
- Dealing with situations as and when they occur

All opportunities will be used as and when it is appropriate. Good practice in classroom and curriculum organisation and delivery reduces bullying opportunities and motivation.
For example, in the classroom, consideration is given to:
- Room layout
- Availability of resources
- Explicit classroom rules
- Pupil involvement and management of rules and routines
- Use of rewards and sanctions
- Use of circle time o in the classroom giving children the opportunity to discuss problem areas
- Developing our pupils' self-image so they feel confident to speak up for themselves
- Practice in monitoring and stopping inappropriate behaviour
- Flexible learning practices
- Group work
- Co-operative rather than competitive practices
- Independent learning habits

Out of the classroom, consideration is given to:
- Positive promotion of our Code of Conduct to encourage all to respect themselves as well as others

- Encouraging children to play different activities and be occupied
- Careful supervision of all areas, particularly during break times helping to minimise bullying opportunities
- Adults as role models
- Use and profile of sanctions in school
- Profiles of Head/Deputy with regard to supervision and support
- Policy and practice in relation to gender, race, citizenship, special educational needs and disabilities etc

When bullying occurs or is discovered or reported:

- It will be thoroughly investigated by actively and sympathetically listening to the parties concerned.

- Blame will not be apportioned, but responsibility for the action is encouraged to be taken by those responsible.

- When reported, and if it is group bullying, the group will require to be talked to and mediation suggestions as to how the victim can be helped.

- In the case of a single person being involved, concrete proposals will require to be sought from the bully as to how the victim can be helped and how he/she can improve behaviour.

- The victim needs to be well supported within and without the school and assured that he/she will be protected and safe.

- The situation requires careful monitoring and all teachers and supervisors who have responsibility for the pupils involved require to be informed of actions and decisions.

- All incidents of bullying are to be reported to the Headteacher, who will take the decisions with regard to informing parents, involving outside agencies and supporting staff with agreement and advice on sanctions and deterrents and action to be employed.

- In the case of a bullying incident being reported, the Governing body will be informed.

- The strategies that are normally employed within the school to enhance the self-esteem of pupils will also be employed to support in a bullying situation i.e.

    - Opportunity being offered to celebrate success - achievement assemblies, rewards and praise.

    - Pupils will be supported in voicing opinions.

    - Reinforcement of positive behaviour and responsibility taken for behaviour.

    - The use of 'Circle Time'.

    - Incidents of bullying will be recorded and parents informed.

- Teachers and other adults will be involved in ongoing training.

- There will be discussions at school council to assess the extent of bullying in the school.

- Parents will be involved and kept informed.

- Classroom discussions will be conducted regularly about bullying and rules put in place.

- The policy will be regularly reviewed in line with the planned review of the behaviour policy.

14.5 PROCEDURES FOR DEALING WITH BULLYING

General procedures for dealing with bullying will follow these principles:
1. Adults are available
   They make sure that children know they are ready to listen and are ready to provide immediate support. They remain calm and make it clear that the incident will be investigated.
2. Incidents are investigated
   Every incident is investigated as soon as possible. All those involved are interviewed individually to avoid intimidation and to produce an accurate report. All incidents are reported to DSL, via the safeguarding procedure.
3. Records are kept
   Records and incidents of bullying will be kept in the incident folder.
4. There is a response
   a) To the person doing the bullying – will be spoken to with sanctions related to the severity of the incident. Parents will be involved if appropriate and strategies to help the child not to do it again will be put in place and followed up.
   b) To the person being bullied - will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation.
   c) Staff will emphasise that the pupil is right to tell an adult in school if they are having a problem with another pupil.
   d) Support from additional agencies eg. Educational Psychology may be sought.
5. Review and follow up will be carried out as appropriate to the situation. As in our Behaviour Policy, praise and encouragement will always be given to the child's efforts to change, as this is our main aim.

All concerned are made aware of and helped to deal with the CAUSES OF BULLYING as well as the CONSEQUENCES OF BULLYING. There is always a reason behind why a person bullies and part of dealing with an incident must be helping a person to realise why they do it and then helping them to stop doing it, as well as supporting the victim.

15. EVALUATION, MONITORING AND REVIEW

Individual class teachers will keep a record of all "Behaviour" recording that takes place in the individual pupils file kept in the office (See recording sheets appendices 1 and 2.) These Records will be monitored and agreed by Key Stage leaders with individual class teachers or at Department meetings termly or more often if the need arises.

The policy will be reviewed annually with staff or during a staff development day. The policy will be deemed to be effective if staff feel confident in managing pupils` behaviour difficulties

because the policy gives them a strategy to work with and the support documented is available to put it into practice as necessary.

16. <u>EXCLUSION</u>

Exclusion is a serious step for a school to take. When a pupil is excluded from school, the parent, the school and Medway Council have certain shared responsibilities and rights. Abbey Court School follows the Medway Exclusion Policy (see appendix 7)

<u>BIBLIOGRAPHY</u>

- Section 550 of the 1996 Education Act
- The Education Act 1997 (Section 4)
- Department for Children, Schools, and families
- Human Rights Act 1998
- DFES / DH Guidance on Restraint (Autistic Spectrum Disorder) (2002)
- DFES Guidance on Restrictive Physical Interventions (2003)
- Section 93 of the Education and Inspections ACT 2006
- 'Use of reasonable force' Advice for headteachers, staff and governing bodies July 2013
- **https://www.gov.uk/bullying-at-school/bullying-a-definition** (November 2014)
- http://www.proact-scipr-uk.com/

APPENDIX

1. ABC Observation sheet.

2. Incident recording sheet.

3. Behaviour Proforma

4. Risk and Hazard from Pupil Behaviour

5. Medway Exclusion Policy

6. BehaviourWatch Login/Monitoring pupil behaviour

7. Peer on Peer abuse

8. Covid 19

APPENDIX 1

ABC

Antecedents/Situation What happens before the behaviour occurs?
Behaviour Describe the behaviour
Consequences What happens after the behaviour has occurred?

APPENDIX 2

ABBEY COURT SCHOOL						INCIDENT RECORDING SHEET					
Name:						Week Beginning:					
	Monday		Tuesday		Wednesday		Thursday		Friday		
Time	Incident	Type	Incident	Type	Incident	Type	Incident	Type	Incident	Type	
09.00-09.15											
09.15-10.30											
10.30-10.45											
10.45-12.00											
12.00-12.45											
12.45-01.15											
01.15-02.00											
02,00-03.15											

NB Monitoring to run for 3 weeks and then reviewed with Key Stage leader (Copies placed on Pupil File in Office). This form is not to be used for any other purpose e.g., for personal recording of events.

Appendix 3

INDIVIDUAL BEHAVIOUR SUPPORT PLAN
Level One

Pupil Name: John

BRIEF DESCRIPTION OF TYPE OF BEHAVIOUR DISPLAYED
John will usually give a thumbs up to show that he has made a choice but sometimes …   *This is usually a brief overview of the behaviours we can expect to see so that we quickly know what we are looking for. It's good to provide a balance and include the positive responses from pupils in these contexts.*   *Remember to avoid fuzzy language words like naughty, silly, and angry as these are subjective and mean things to different people. Be more precise … as he is becoming unsettled John will become agitated, biting his lip and tapping the side of his leg.*

Behaviour Radar (The number of behaviour incidents since the last review)

Year 8

Behaviour Incident 11

This is useful for quantifying the behaviours. Some people will assume that if we are talking about behaviours we are talking about numerous times a day when it can be a once or twice or week, or a term.

Group Report – Pie chart comparing current incidents for this review and the previous review
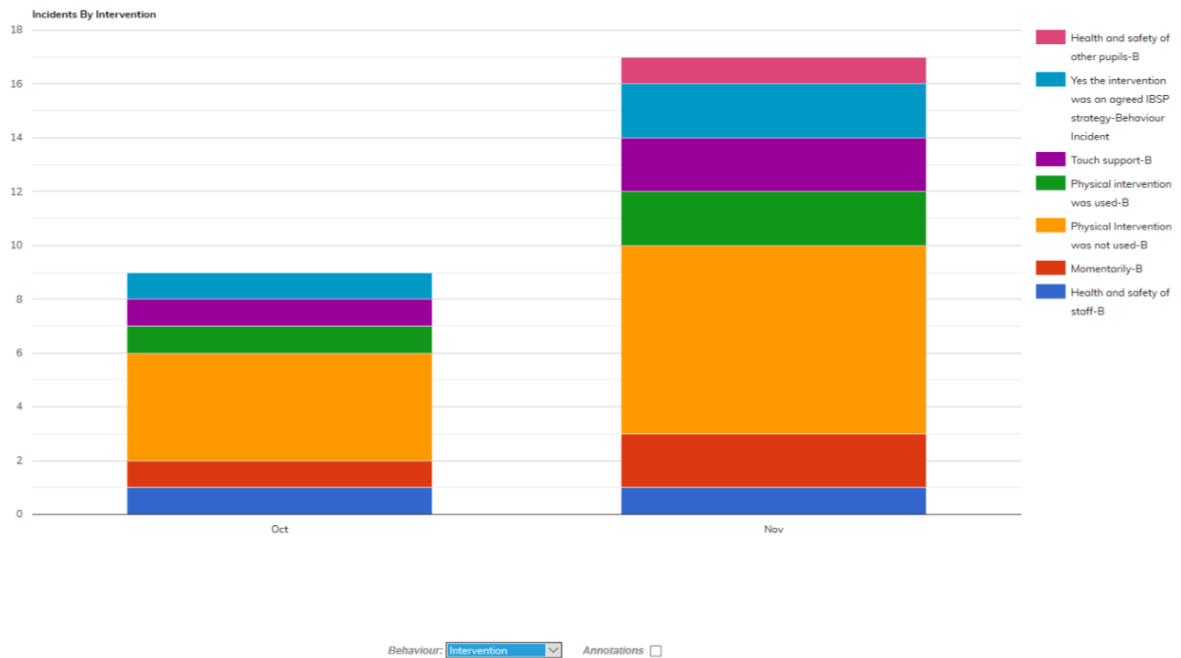
S2 (11 100.0%)

S1 (94 100.0%)

And this is useful for seeing if the behaviours have increased or if the pupil is better managed or improving their self-management.

BEHAVIOUR INDICATORS (What we typically see before the behaviour escalates and the risk of that behaviour occurring)
Triggers seem to be when John is in transition between activities and when he is in a situation where a resource needs to be shared (this may include TAs working with him). *John does not like …*   *So in the ABC model our first box was the B, behaviours and this box is the* *A the antecedents or 'triggers' what we know about the pupil that we can either avoid* *or that we need to support them with to help them cope with their behaviours*

Behaviour Pattern – incidents by intervention

*This chart can be useful as it shows which interventions have been used for managing
the pupil's behaviour. We would want to aim to more effectively support the pupil and therefore
reduce these interventions. We have found that as they reduce we can move from a level 2 to a
level 1 IBSP*

QUALITY OF LIFE GOALS
• *For John to develop appropriate responses to peers*
• *For John to use pertinent communication to make requests*
• *To reduce the number of physical interventions required to support John*
• *To develop access to the curriculum that enables John to participate in his learning*

*This is really what it's all about. What are we trying to achieve with the pupil. Some simple
positive aims.*

Incidents Over Time – Line Graph

For this graph we can choose to include accident data as well as behavioural. What we want to achieve is a reduction in incidents over time (Not all accidents relate to behaviour incidents so it can be irrelevant if a child keeps tripping over their own feet!)

AGREED STRATEGIES TO SUPPORT THE BEHAVIOURS

· Let John know what is expected of him in a calm but firm tone of voice, using symbols and Makaton signing.
· Language should be simple and minimal, supported by Makaton signs and symbols.
· John should have his Communication Book with him at all times and should be encouraged to use this to express himself as much as possible. This should be used to also encourage shared communication experiences with members of staff... If all else fails let him go on a bike ride.
·
This section is about the plans we have in place to support the pupil, but this isn't just a paperwork exercise. What we implement has to reflect empathetic, positive and professional language. So if the plan says we may need to use an escort as a last resort … is it a last resort? Don't let it become the norm and remember that we endeavour to enable not disable. So in the corridors and classes we may hear a 'firm tone of voice' but that voice should not be shouting, other than an assertive command. It should still be friendly and supportive and with common courtesy (please, thank you. Rather than "stop running" something like 'Can I ask you to stop running please'. It's not about a child being in trouble, it's about supporting them to move on, or to understand their actions, to learn from their mistakes. When we use a physical intervention it's even more important that our demeanour is supportive and our language is empathetic. Picture what it would look like to be using a 2 person escort with a pupil whilst shouting at them. And how that feels to them. Now what it looks like to be using a 2 person escort but talking to them, explaining where they are going, or what they will be doing and calming them.

Programme devised by:
Updated by: Date:

Signatures . . . . (Class teacher)

                . . . . (Key Stage Coordinator)

                . . . . (Deputy Head Teacher)

                . . . . (Behaviour Coordinator)

Date to be reviewed:

INDIVIDUAL BEHAVIOUR SUPPORT PLAN
Level Two
Pupil Name: John

BRIEF DESCRIPTION OF TYPE OF BEHAVIOUR DISPLAYED
John will usually give a thumbs up to show that he has made a choice but sometimes …   *This is usually a brief overview of the behaviours we can expect to see so that we quickly know what we are looking for. It's good to provide a balance and include the positive responses from pupils in these contexts.*   *Remember to avoid fuzzy language words like naughty, silly, angry as these are subjective and mean things to different people. Be more precise … as he is becoming unsettled John will become agitated, biting his lip and tapping the side of his leg.*

Behaviour Radar (The number of behaviour incidents since the last review)

Behaviour Incident | Year 8 | 11

This is useful for quantifying the behaviours. Some people will assume that if we are talking about behaviours we are talking about numerous times a day when it can be a once or twice or week, or a term.

Group Report – Pie chart comparing current incidents for this review and the previous review

S2 (11 100.0%)

S1 (94 100.0%)

And this is useful for seeing if the behaviours have increased or if the pupil is better managed or improving their self-management.

<table>
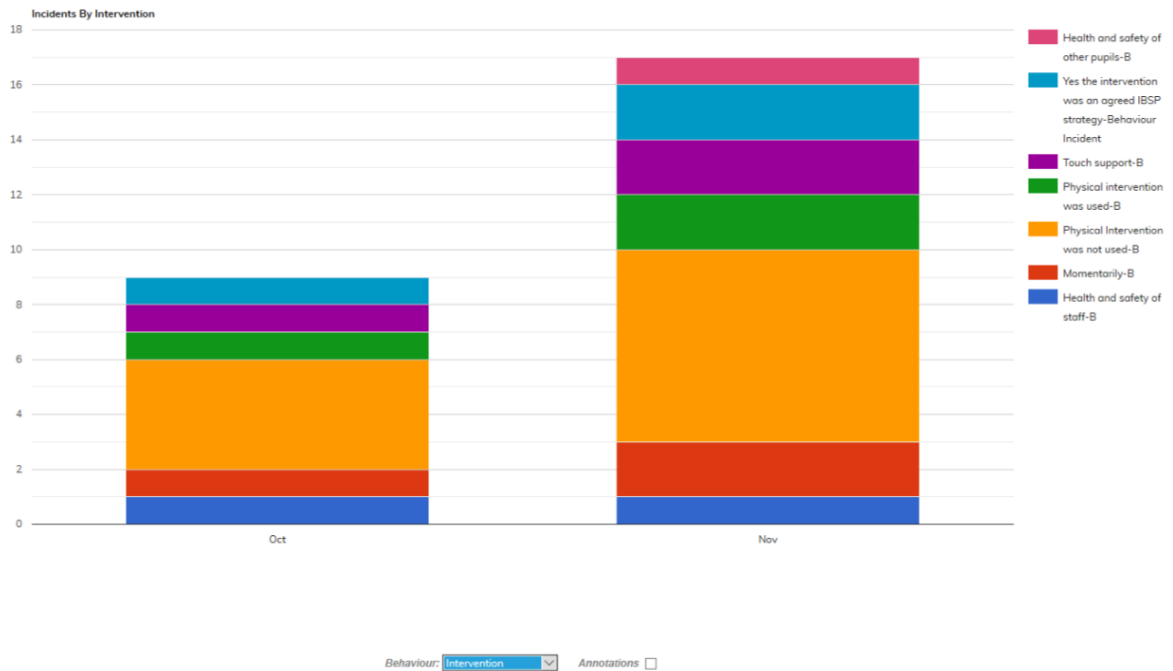<tr><td>BEHAVIOUR INDICATORS (What we typically see before the behaviour escalates and the risk of that behaviour occurring)</td></tr>
<tr><td>Triggers seem to be when John is in transition between activities and when he is in a situation where a resource needs to be shared (this may include TAs working with him).
John does not like …

 So in the ABC model our first box was the B, behaviours and this box is the
A the antecedents or 'triggers' what we know about the pupil that we can either avoid
or that we need to support them with to help them cope with their behaviours</td></tr>
</table>

Behaviour Pattern – incidents by intervention

This chart can be useful as it shows which interventions have been used for managing the pupil's behaviour. We would want to aim to more effectively support the pupil and therefore reduce these interventions. We have found that as they reduce we can move from a level 2 to a level 1 IBSP

QUALITY OF LIFE GOALS
• *For John to develop appropriate responses to peers*
• *For John to use pertinent communication to make requests*
• *To reduce the number of physical interventions required to support John*
• *To develop access to the curriculum that enables John to participate in his learning*

This is really what it's all about. What are we trying to achieve with the pupil. Some simple positive aims.

Incidents Over Time – Line Graph

Incidents Over Time - Month

For this graph we can choose to include accident data as well as behavioural. What we want to achieve is a reduction in incidents over time (Not all accidents relate to behaviour incidents so it can be irrelevant if a child keeps tripping over their own feet!)

AGREED STRATEGIES TO SUPPORT THE BEHAVIOURS
· *Let John know what is expected of him in a calm but firm tone of voice, using symbols and Makaton signing.* · *Language should be simple and minimal, supported by Makaton signs and symbols.* · *John should have his Communication Book with him at all times and should be encouraged to use this to express himself as much as possible. This should be used to also encourage shared communication experiences with members of staff... If all else fails let him go on a bike ride.* · *This section is about the plans we have in place to support the pupil, but this isn't just a paperwork exercise. What we implement has to reflect empathetic, positive and professional language. So if the plan says we may need to use an escort as a last resort … is it a last*

resort? Don't let it become the norm and remember that we endeavour to enable not disable. So in the corridors and classes we may hear a 'firm tone of voice' but that voice should not be shouting, other than an assertive command. It should still be friendly and supportive and with common courtesy (please, thank you. Rather than "stop running" something like 'Can I ask you to stop running please'. It's not about a child being in trouble, it's about supporting them to move on, or to understand their actions, to learn from their mistakes. When we use a physical intervention it's even more important that our demeanour is supportive and our language is empathetic. Picture what it would look like to be using a 2 person escort with a pupil whilst shouting at them. And how that feels to them. Now what it looks like to be using a 2-person escort but talking to them, explaining where they are going, or what they will be doing and calming them.

USE OF PHYSICAL INTERVENTIONS (SCIP techniques to be used and by whom)

As a last resort, a two person escort may be used to support and escort John to a safe area where he can be allowed time to calm. John will remain supervised at all times. SCIP physical interventions to be used by two trained staff members and only after all other strategies have been exhausted or for his imminent safety.

All of the specific strategies outlined above should be implemented alongside a proactive PSHCE and SMSC curriculum, which promotes an understanding of and respect for others and embodies the ethos of a Rights Respecting School community.

Programme devised by: Date:
Updated by: Date:
Reviewed by: Date:

Signatures . . . …………….. . . . (Class teacher)

              . . …………….. .. . (Key Stage Leader)

              . . …………….. . . (Behaviour co-ordinator)

Appendix 4

RISK AND HAZARD FROM PUPIL BEHAVIOUR

The Abbey Court School Behaviour policy reflects the following advice by the National Association of Schoolteachers/Union of Women Teachers:

The behaviour of many pupils sadly puts teachers and other staff at risk. Many schools operate excellent procedures (often informal) but some lamentably do not. The procedures below follow the risk assessment procedures laid down in Health, Safety and Welfare legislation applied specifically to the risks presented by violent and abusive pupils.

The procedure below provides a framework and is not intended as definitive.

When to undertake a formal risk assessment over pupil behaviour:

- When any situation is **foreseeable** to occur t**hat hazards** a member of staff (or pupil)
- This may be physical but also includes situations that put a member of staff in **a position of stress.**
- This always includes incidents of criminal assaults (note that criminal assault means nor only actual violence but also the victims perception of the threat of violence) and could **include verbal abuse** (see below).
- Verbal abuse is any situation where **any** member of staff (not just the victim) in that situation could feel abused.

1)   The hazards and the risks:

The step is to identify that the hazards that a pupil might present and the risk of that behaviour occurring. The hazard could be identified from previous behaviour or from known conditions (e.g. Autism, ADHD etc.). It should not be left until an incident has occurred before the hazards are assessed. The aim of this process is to prevent incidents occurring in the first place.

All staff should be involved in this process. This involvement should be graduated according to the seriousness of the behaviour. It should not be bureaucratic but kept simple.

Identifying the types of behaviour:

- Verbal abuse
- Physical assault
- Allegations
- Behaviour likely to cause a risk to a teacher's professionalism (e.g. Restraint, causing stress).
- Other
- Other

Identifying the cause of the behaviour:

- Learning difficulties
- Emotional problems
- Drugs

- Peer group pressure
- Bullying
- Seasonal affective disorder
- Room size and arrangements (Personal space)
- Subject content in lessons causing stress on the pupil
- Other
- Other

Assessing the risk of that behaviour occurring:

Known incidents are the obvious place to start but known conditions and also the concerns of staff. Teachers often have an instinct for when a pupil may 'go off the rails'. The situations, the time and specific lessons when the behaviour could be manifest are important though for many pupils will be 'at any time and any place'.

Who is at risk?

Teachers, pupils and support staff. It is important to identify the particular individuals if possible.

Note: If it is foreseeable that an individual (teacher or pupil) will act in an inappropriate way then action must be taken to protect that person.

2) Solutions

Solutions may sometimes appear incompatible with educational objectives and difficult. These must be faced up to. Health, Safety and Welfare is the **first** responsibility of an employer. A lack of resources either financial or human cannot be allowed as a reason for failure to implement precautions. Passing the responsibility on to others is unfair and unreasonable if they lack the power to act themselves. **The solution to a situation must be in time and effective.** Some problems require immediate action and this must be done.
Possible solutions:

- Supervision in class and/or at break times.
- Removal from the group either temporary or permanent.
- Separation from their peer group (not necessarily the same as above).
- Target.
- Detention or other punishment. It is important that the punishment is seen to be sufficient by other pupils for peer group pressure to work at modifying behaviour. (a pupil seen to get away with it' reinforces that behaviour not only in that pupil, but in others).
- Counselling.
- Training of staff (e.g., Positive handling).
- Sent home. This is particularly important to prevent the continuation of a confrontational situation. Note that a **failure** to act to protect a child constitutes grounds for referral to the Secretary for State for consideration to list 99 under the 1999 Child Protection Act.
- Other.
- Other.

3) Recording your findings

A written record should be made of your conclusions. Tick box records should be avoided as all pupils are individual and present various behaviours and risks. All those involved (especially the victim – *if any*) should be satisfied with the outcome.

4) Review

It is common for incidents to be 'forgotten' after a period of time. Many pupils change their behaviour with time, sometimes for the better but sadly sometimes for the worse. A regular review is needed and the precautions changed as necessary. A review must be held and a new risk assessment undertaken if another incident occurs.

Appendix 5

Medway Exclusion Policy

Exclusion is a serious step for a school to take. When a pupil is excluded from school, the parent, the school and Medway Council have certain shared responsibilities and rights.

The decision to exclude

The head teacher is the only person who can take the decision to exclude a pupil from school. The decision will only be taken in response to serious offences. In most cases when a pupil is excluded from school there will have been earlier discussion between the school and parents concerning a pupil's behaviour. When a pupil is excluded, the head teacher must, by law, advise parents, school governors and the council. Parents have the right to know in detail the reasons for an exclusion.

Types of exclusion

There are two types of exclusion: fixed term period exclusion and permanent exclusion. A pupil may be excluded for a fixed period of time - for example a few days. Pupils may be excluded for up to 45 days in any one school year.

In response to more serious matters, the head teacher may exclude a pupil permanently.

Fixed period exclusion

If a child is excluded for a fixed period, the head teacher must inform the parents immediately, ideally by telephone, of the reason for exclusion and the date when the pupil should return to school. The head teacher will also inform parents of their right to put their views to the governing body's discipline committee and should provide appropriate contact information. This must be followed up in writing within one school day. If the exclusion is for less than six school days, any written views a parent wishes to make will be considered by the discipline committee. If the exclusion is for between six and 15 days, the discipline committee will meet if the parents formally request them to do so and the parents will be able to present their case in person. For longer fixed period exclusions or when a pupil has been excluded for more than 15 days in any one term, the discipline committee will meet.

The discipline committee is a group of governors who have had no prior involvement with the incident leading to exclusion and is there to consider whether the school acted correctly in making the decision to exclude. The discipline committee can consider the parents and for exclusions of more than five days, decide whether the exclusion should be confirmed or overturned.
When a pupil is excluded for more than one day, the head teacher will make arrangements for the pupil to do work at home.

Lunchtime exclusion

Schools may exclude pupils from school for the lunchtime period and if they do, must follow the same requirements as for the other fixed period exclusions. For the purposes of discipline committee meetings, a lunchtime exclusion counts as half a school day.

Permanent exclusion

If a pupil is permanently excluded, the head teacher will notify parents in the same way as for a fixed period exclusion. The discipline committee will then convene a meeting within 15 school days to which the parents, pupil and a council representative will be invited. Parents have the right to see the pupil's school records before the meeting and the head teacher's letter will explain how to do this.

At the meeting, the discipline committee will listen to the school's reasons for permanently excluding the pupil and parents will have the opportunity to present their case.
Parents may bring a friend with them if they wish.

The meeting, while following certain legal requirements, will be as informal as possible. At the start of the meeting, the chair of the committee will introduce everyone and explain how the meeting will proceed. It is important to remember that the governors will want to hear everyone's point of view and make a decision based on all the available evidence. It is therefore important that parents prepare thoroughly for the meeting, perhaps making notes of what they want to say or by making a written submission so that they are sure they have raised every point they feel is relevant. The discipline committee may ask questions of the school, the parents and the pupil to ensure that they have all the information they need to make a fair decision. A council representative will be present to offer impartial advice and guidance to all parties.

Once the discipline committee members are satisfied that they have all the information they need and that everyone has said everything that they want to, all parties leave and the committee, together will the clerk, will remain to consider its decision. Parents will be notified of the committee's decision in writing, usually within one school day.

If the committee decides to overturn the school's decision, the pupil can be re-instated to the school. This should happen as soon as possible and no more than five schools days after the decision is made.

If the committee decides to uphold the head teacher's decision to exclude, parents have the right to ask for a further hearing before an independent appeals panel. Parents have 15 days from receiving the committee's decision to request an appeal. The request must be in writing and the letter notifying the decision will explain how to do this.
The independent appeal panel is not connected with the school, the discipline committee or the council.

The independent appeals panel will meet, at a local venue, within 15 days of the request. The hearing will follow a similar format to the discipline committee meeting and its decision is legally binding on all parties.

During the period from when parents are notified that a pupil has been permanently excluded from school until the appeal period has lapsed or an appeal has been considered, the pupil remains on roll of the school and the school must continue to set and mark work for the pupil to complete at home.

After permanent exclusion

If permanent exclusion is confirmed by the independent appeals panel or parents decide not to appeal, Medway Council must make alternative arrangements for the pupil to receive education. Whenever possible, this will mean the pupil is allocated a place at another mainstream school. Parents can also approach another school for a place at any time and the school should not refuse on the basis that the pupil has been permanently excluded. If parents are refused a place at their preferred school, that school must advise parents of their right to appeal against that decision.

If it is not considered appropriate for the pupil to attend another mainstream school at that time, alternative arrangements will be offered: for example, group tuition or a place at a pupil referral unit.

Appendix 6

BEHAVIOURWATCH

Using BehaviourWatch in school will enable you to input your own data for incidents and physical interventions (please only use real incidents – no dummy practice slips as this could cause confusion and WILL spoil the reporting/information collating advantages of BehaviourWatch). If you need to practice do not press 'Save'.

DO NOT complete accident slips on BehaviourWatch – Admin. will input these from the usual accident reports.

Behaviour Incidents are completed on here. These are easier, than writing up an incident as it provides you with prompts. (The Behaviour Incident slip)

To get onto the system, you will have to use a unique username/password combination as well as our school **PIN**, which is 21

Your **username** will be acs_ + your first initial + your surname.

For example, if I log in I type in acs_jbosley; Sue Moon would type in acs_smoon and so on

Your password will be acs2012. You can change this by heading over to Options and following the relevant instructions.

To access BehaviourWatch, simply go to

https://www.behaviourwatch.co.uk/public/gb/index.html

When you have logged in you will have a screen that has three tabs called Behaviour Incident, Physical Intervention and Accident report. Just choose the one you
want (out of the first two!) then at the bottom of the page click on "Complete (Which ever section you are in)" and then the rest should be straight forward!?

If you have any difficulty accessing Behaviour Watch, please see the Network Manager.

Monitoring of Pupil Behaviour at Abbey Court School School

BehaviourWatch is the data tool that we use for inputting all data relating to pupils behaviour. We put all pupils in the database by importing the data from SIMS.
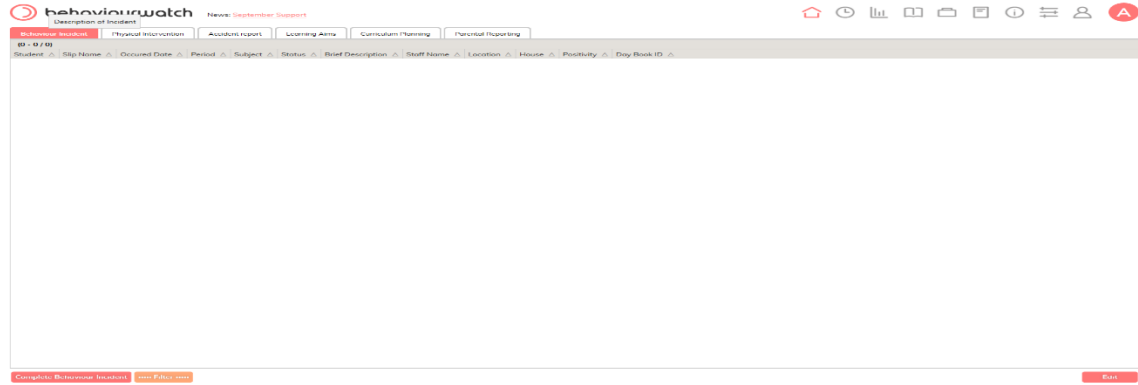
The database is differentiated to work specifically with Abbey Court School recording and reporting systems, our behaviour policy and where needed the Physical Interventions that staff are trained in. So any data that is input reflects what we need and subsequently any reports that are generated relate to information that is useful to us in the monitoring, reviewing and management of pupil behaviour.
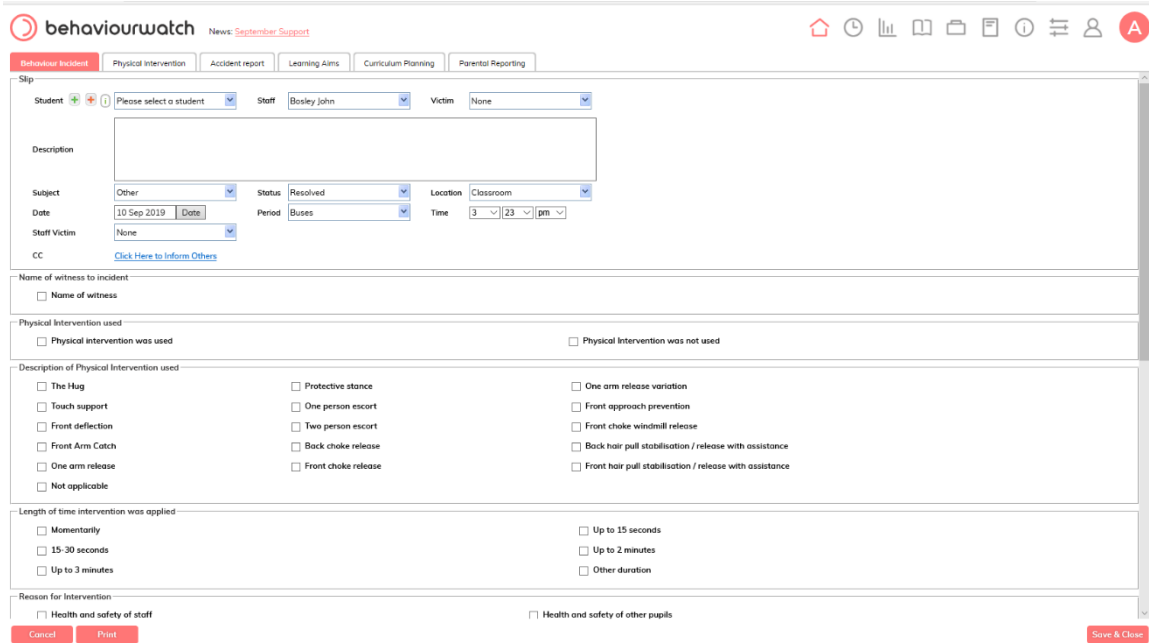
As with our pupil progress tracker we are able to filter the pupils by groups etc and call up groups of pupils or a specific pupil to monitor them.

As an example, on the 'behaviour radar' we can filter this academic year and *behaviour incidents* and get the number of behaviour incidents recorded this year on each site:
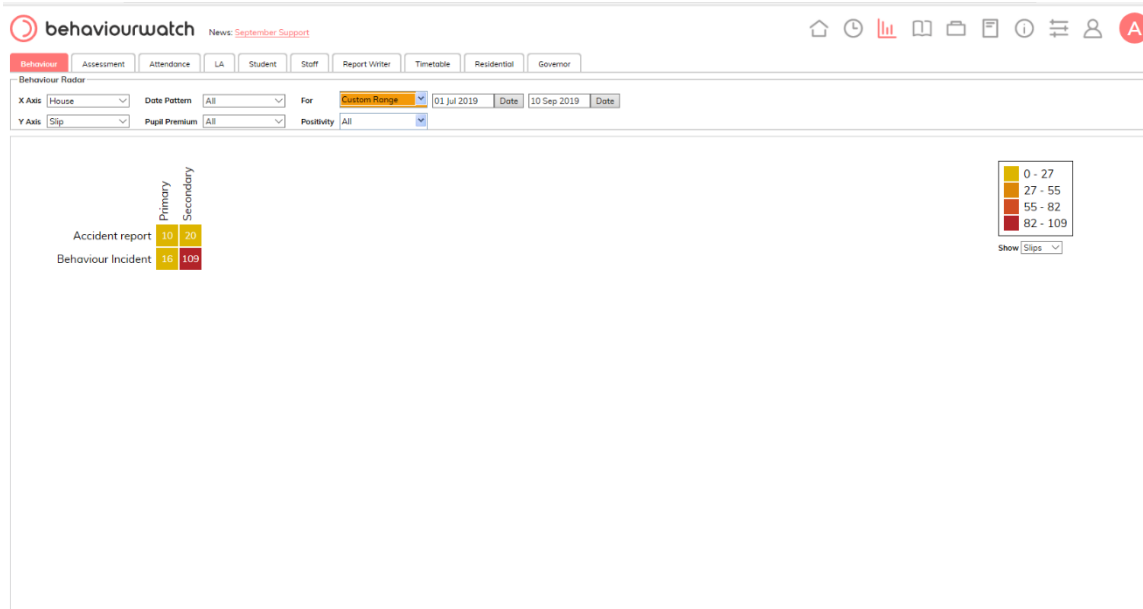

We can then interrogate this data for any patterns. Behaviours are logged closely to identify patterns/routines/triggers that will help us to further improve behaviour programmes and support these pupils effectively. As an example one pupil had a significant number of physical interventions but these did not seem effective in changing his behaviours. The behaviour programme was adjusted using alternative strategies and we can see the positive effect the new programme had on the next page.
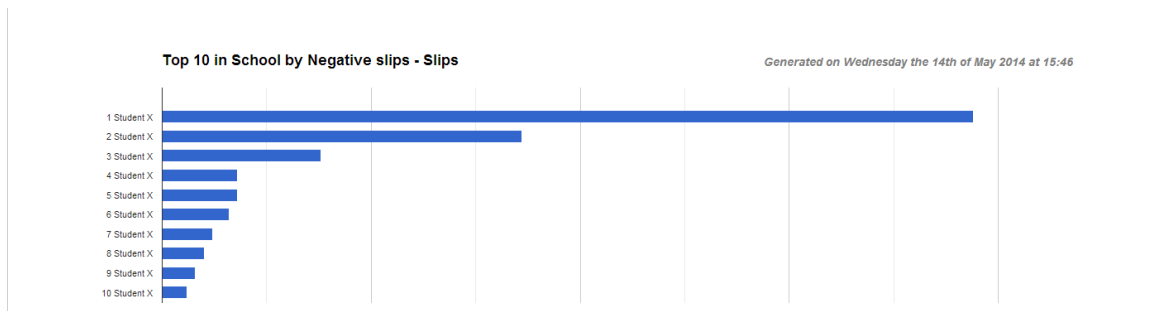
The bottom graph shows the incidents of behaviour and those requiring a Physical intervention (PI). PI were removed and alternative strategies put in place and initially the challenging behaviours rose. But subsequently, as can be seen below, the behaviours improved over time as the pupil became familiar with the new approaches.
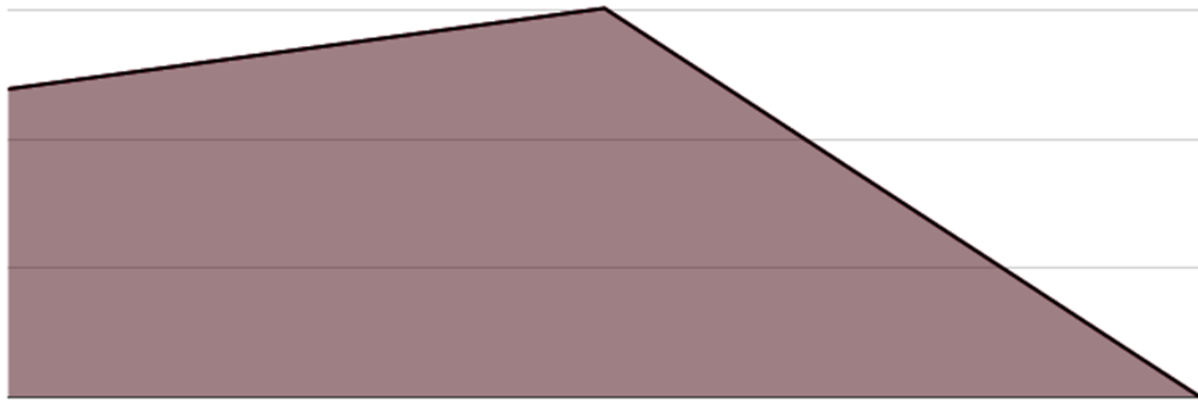
Behaviour Incident, Two person escort (B), This Academic Year,

A - Behaviour Incident

B - Physical Intervention
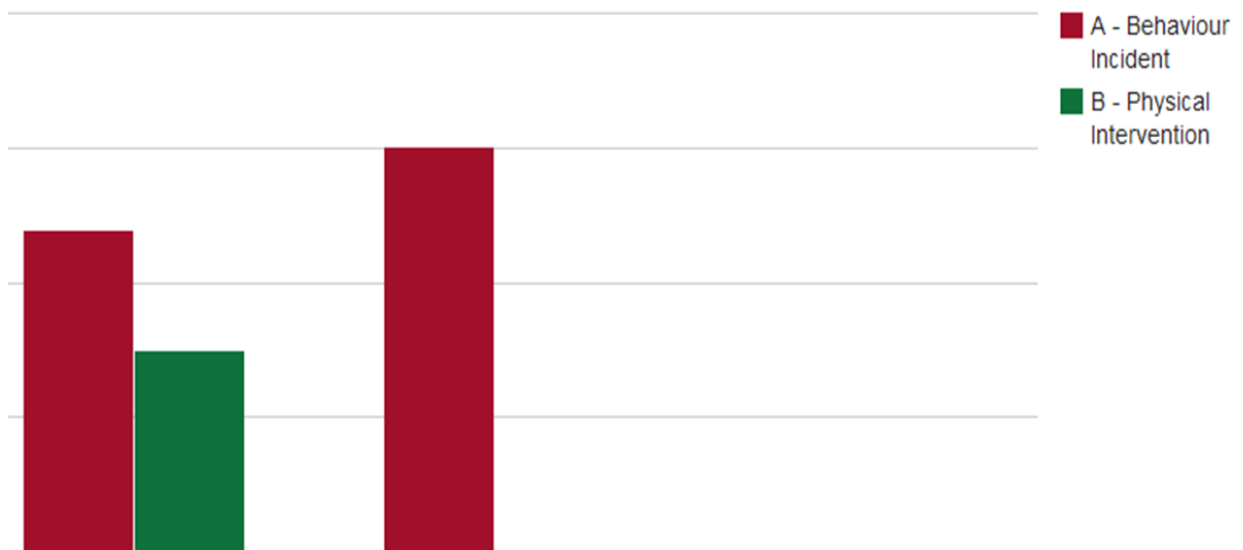
We can look at data for the number of reported incidents and which pupils require support. This chart, below, helped us to identify 6 pupils that needed their behaviour programmes changing. The pupil with the most challenges also had an individual timetable provided for him to help meet his needs:

Top 10 in School by Negative slips - Slips   *Generated on Wednesday the 14th of May 2014 at 15:46*

1 Student X	
2 Student X	
3 Student X	
4 Student X	
5 Student X	
6 Student X	
7 Student X	
8 Student X	
9 Student X	
10 Student X	

We can use similar graphs to identify the sites, key stages and even class groups that have the greatest level of challenging behaviours and focus support in those areas.
Behaviour watch enables us to generate reports such as:

Incidents Over Time

- This report allows you to view incidents over a period of time.

Group Report

- This enables you to look at different groupings within the school. There are numerous reporting groups that you can select from; e.g. Ethnicity, Class; Lesson, .. and Staff; plus, numerous others.

Chronology

- This will allow you to select a list of incidents for a specific student or group of students. A useful tool should you need to prepare for a meeting with a parent or for a "case-conference".

League Table

- The League Table allows you to compare the behaviours of one student with others within the Form, House, Key Stage, Year or School.

Behaviour Radar

- If you are seeking to identify comparative hot spots of behavioural activity within the school then the Behaviour Radar will provide you with a starting point.

Behaviour Pattern

- This will allow you to analyse specific types of behaviour (see next page!).

Victim Report

- Within this report you will be able to look in detail at specific incidents where "victims" have been identified.

Abbey Court School Policy on Peer-on-Peer Abuse

1. Introduction

It is normal for some children and young people to display sexualised behaviour towards their peers as they develop. At Abbey Court School the pupils have severe learning difficulties and it is not unusual for them to lack inhibitions and self-awareness and this always needs consideration. However, sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

At Abbey Court, we recognise that pupils are vulnerable to and capable of abusing their peers sexually. We consider any allegation of peer-on-peer sexual abuse seriously and do not tolerate or pass off harmful sexual behaviour as 'banter' or 'just having a laugh'. These allegations are managed in the same way as any other child protection concern and follow the same procedures, including seeking advice and support from other agencies as appropriate. This policy is in line with the safeguarding requirements in Keeping Children Safe in Education (DfE 2021), which we must work to; Part 5 of the Keeping Children Safe in Education statutory guidance sets out how schools should manage reports of child-on-child sexual violence and harassment. This policy also links to the guidance issued by the DfE in 2018: Sexual violence and sexual harassment between children in schools and colleges.

2. Definition of sexual abuse.

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. The sexual abuse of children by other children is a specific safeguarding issue in education (Keeping Children Safe in Education, DfE, 2021)

3. Harmful sexual behaviour

Harmful sexual behaviour can manifest itself in many ways. This may include:
- inappropriate or unwanted sexualised touching;
- sexual violence and sexual harassment;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- pressurising, forcing, or coercing someone to share nude images (known as sexting or youth-produced sexual imagery);
- sharing sexual images of a person without their consent;
- bullying of a sexual nature online or offline, for example, sexual or sexist name-calling.

Abbey Court also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour. Pupils can experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online. At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when pupils are travelling home

4. How we seek to minimise the risk of harmful sexual behaviour

The principle aim of our approach is to foster the conditions in which our pupils can aspire to and realise safe and healthy relationships, at school and as they continue in life. We work to a culture in which the voice of our pupils is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged. We use relationships, sex and health education to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a pupil is abused, it is never their fault.

We help our pupils to develop the skills to understand:

- what constitutes harmful sexual behaviour;
- that such behaviour is not acceptable;
- the possible reasons for such behaviour, and the vulnerability of perpetrators;
- that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.

We understand our pupils may not always be able to talk to adults about peer-on-peer sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately.

5. Parents and carers

It is important that parents and carers understand what is meant by harmful sexual behaviour, and reinforce key messages from school at home. We work in partnership with parents to support our pupils and want to help them keep their child/ren safe. Parents and carers should understand:

- the nature of harmful sexual behaviour;
- the effects of harmful sexual behaviour on PUPIL;
- the likely indicators that such behaviour may be taking place;
- what to do if it is suspected that peer-on-peer sexual abuse has occurred;

Further information to support parents and carers in relation to harmful sexual behaviour is available online, including on the NSPCC and Lucy Faithfull Foundation websites.

6. Staff

Abbey Court school staff undertake annual safeguarding training where the different types of abuse and neglect are discussed; this includes information about harmful sexual behaviour and our expectations for staff vigilance about this and other potential types of abuse. Staff also receive updates on safeguarding issues throughout the school year, including about the nature and prevalence of harmful sexual behaviour, where appropriate. Importantly, the training also ensures that our staff know what to do if they receive a report that harmful sexual behaviour may have occurred, including how to support pupils. Staff at Abbey Court School receive training, at least yearly, on recognising and dealing with harmful sexual behaviour.

7. Our response to an incident/allegation

 The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any pupil reporting a concern will be treated respectfully. We will reassure them that they are being taken seriously and that they will be supported and kept safe; no pupil will be given the impression that they are creating a problem by reporting abuse or made to feel ashamed. Our staff will never promise confidentiality to the pupil as the concern will need to be shared further. The school's Designated Safeguarding Lead will need to be informed as soon as possible of any incident (and subsequently the details may also need to be shared with Children's Social Care / the police and other specialist agencies). We have in place effective working relationships with our safeguarding partners, which are essential to ensuring that concerns are appropriately managed. We will explain the next steps to the pupil or their advocate so they understand what will happen, including who will be informed. Where the pupil already has Social Care involvement, such as a Looked After Child, a Child In Need or a child with a Child Protection Plan, we will inform the child's Social Worker and work in partnership with them as appropriate. Whilst we establish the facts of the case and start the process of liaising with other agencies as appropriate, we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on

school premises, and where applicable, on transport to and from the school. Where an incident includes an online element, we will always work in accordance with appropriate guidance, taking advice from other partners as necessary. Our staff will not view an indecent image of a pupil unless absolutely necessary, nor forward it for any reason.

Recording

It is essential that information relating to allegations about harmful sexual behaviour are recorded within our school, as with any other child protection concern – and in line with our Child Protection Policy (CPOMS). The record may form part of a statutory assessment by Children's Social Care or by another agency. Any member of staff receiving a disclosure of harmful sexual behaviour or noticing signs or indicators of this, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. The facts will be recorded as the pupil presents them. The record will then be presented to the Designated Safeguarding Lead, who will decide on appropriate action and record this accordingly. If a pupil is at immediate risk of harm, staff will speak with the Designated Safeguarding Lead, and deal with recording as soon as possible afterwards. All related concerns, discussions, decisions, and reasons for decisions will be dated and signed and will include the action taken. Investigation The Designated Safeguarding Lead will be responsible for leading investigations, and for liaising with other agencies as appropriate, for example Children's Social Care and the police. They will also be the main point of contact for parents and carers. The Designated Lead will ensure there are accurate records of each stage of the investigation and that any supporting information is included ion CPOMs.

Risk Assessment
We will complete a risk assessment following a report of harmful sexual behaviour, considering all pupils involved in an incident. We will also consider all other pupils at our school and any actions that may be appropriate to protect them. Risk assessments will be regularly reviewed to ensure they remain relevant and fit for purpose. Where appropriate, the affected pupil and their parents and carers will be invited to contribute to the completion and review of the risk assessment.

8. Guiding principles
The safety of our pupils is paramount. We will use a proportionate approach, basing our actions on the principle that harmful sexual behaviour is not acceptable and will not be tolerated. All concerns will be considered carefully and, on a case-by-case basis, underpinned by robust risk assessments. Our actions will not be judgemental about the guilt of the alleged perpetrator and will always be taken in the interests of all pupils concerned. Our approach will help us to ensure that all pupils are protected and supported appropriately. The following principles will guide us:
   • the wishes of the pupil in terms of how they want to proceed – the victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- the nature of the alleged incident(s), including whether a crime may have been committed;
- the ages and developmental stages of all pupils involved;
- consideration of any power imbalance between the pupil – for example, is the alleged perpetrator significantly older, more mature, or more confident / does the victim have a disability or learning difficulty;
- consideration of whether the alleged incident a one-off or a sustained pattern of abuse;
- consideration of any ongoing risks to the victim, other pupil, or staff;
- consideration of any other related issues and wider context.

9. Investigation outcomes

Our investigation of an allegation or incident as set out in this policy will enable us to determine the outcome, working with our safeguarding partners as appropriate. We will always seek to ensure that the outcome of an investigation is appropriate and proportionate to the circumstances in relation to the report. Various options are open to us, as set out below:

Manage internally
In some cases, for example, one-off incidents, we may take the view that the pupils concerned are not in need of early help or statutory intervention. In these cases, we will follow our other school policies in addressing matters, for example, our relationship and anti-bullying policies. We will also consider what support the pupil involved may need going forward - for example, pastoral support, counselling services, access to our psychotherapist and ensuring that there is a trusted adult for those affected to speak with if they wish to. We will also consider whether any intervention or support is required as part of a whole-setting approach or with the wider school community.

Early Help
Where statutory intervention is not required or agreed, we may use early help instead. This means providing support as soon as a problem emerges, at any point in a pupl's life. We will work with parents and carers and other relevant partners when following this approach, which can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation.

Requests for support to Children's Social Care
Where a pupil has been harmed, is at risk of harm, or is in immediate danger, we will make a request for support to Children's Social Care. We will generally inform parents and carers of this unless to do so may put a pupil at additional risk. We will seek advice from other partners on such matters. If we make a request for support, Children's Social Care will consider whether the pupils involved are in need of protection or other services. Where statutory assessments are appropriate, the school will work with Children's Social Care and other agencies as appropriate. Partnership working helps to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other pupils that require

support. In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. If a statutory assessment is not considered appropriate by Children's Social Care, we will consider what other support may be required. We will make further requests for support to Children's Social Care if we consider that a pupil remains in immediate danger or at risk of harm.

Reporting to the police
Where a report of rape, assault by penetration or sexual assault is made, we will report it to the police. We will generally inform parents or carers about reports of sexual abuse, unless doing so may put a pupil at additional risk. We will seek advice from other partners in individual cases. In circumstances where parents or carers have not been informed, we will ensure that we support the pupil in any decision we take. This is likely to be with the support of Children's Social Care and any appropriate specialist agencies. Where we have made a report to the police, we will consult with them and agree on what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation, we will work closely with the police and other agencies as appropriate to support all pupils involved (including potential witnesses). This will help to ensure that any actions we take do not jeopardise a police investigation. Sometimes the police will decide that further action is not required. In these circumstances, we will continue to engage with other agencies to support the pupils involved.

10. Review

All child protection concerns are reviewed regularly, to ensure that everything has been fully addressed, that actions are completed, and to consider whether the pupils involved need any further support. We will continue to work with parents and carers and other agencies as appropriate, and risk assessments will be reviewed and updated as required.

COVID–19 PANDEMIC –

It is important that this behaviour policy reflects current arrangements in response to COVID-19. Whilst the current pandemic crisis takes place please refer to this appendix first and foremost.

Introduction

Abbey Court is working very closely with the local authority and social care to ensure that children of critical workers and vulnerable children can, where required, access childcare provision. The school will continue to maintain its safeguarding role by monitoring, risk assessing and working with relevant agencies to ensure the safety of pupils. The nature of the needs of our pupils is such that those pupils with challenging behaviours, and indeed the behaviour of pupils that do not usually present significant challenges, is likely to be affected by the social distancing constraints currently placed upon us all. These changes in behaviour are likely to create increasing challenges for parents/carers and unpredictable challenges when in the school environment. The Abbey Court Behaviour policy and the principles PROACT-SCIPr-UK still apply.

The way Abbey Court is currently operating in response to coronavirus (COVID-19) is fundamentally different to 'business as usual', however, the most important principles remain the same:

- In order to cater for the learning difficulties of our pupils, which are complex, we need a behaviour policy that is <u>consistently</u> delivered by everyone involved with Abbey Court School. This will ensure that learning opportunities are maximised. All staff are trained in PROACT-SCIPr-UK © to ensure consistency (Positive Range of Options Avoiding Crisis using Therapy – Strategies for Crisis Intervention and Prevention (revised, UK). – 'PROACT - SCIP' is described as; "A Whole Approach to our work with individuals who Challenge" and is accredited by the BILD Code of Practice for Trainers in the use of Physical Interventions (2001).

Mental health and wellbeing

The coronavirus (COVID19) outbreak is having an impact on everyone's daily lives, as the government and the NHS take necessary steps to manage the outbreak, reduce transmission and treat those who need medical attention.

During this time, pupils may be bored, frustrated or lonely; they will have constraints placed upon them that they do not understand. Everyone reacts differently to events and changes in the way that they think, feel and behave vary between different people and over time, this is no different for pupils. It's important that when in school this is understood. Staff need to be empathetic to pupil behaviour which is a form of communication. The same boundaries and behaviour protocols need to be in place for pupils so that they provide some familiarity to pupils. Opportunities to offer communication in a manner that is accessible and supportive to the pupil are imperative in helping them to cope with different expectations about what we can

and can't do. The following section details specific changes to the school environment and systems during the pandemic that staff and parents need to be aware of

Temporary changes in school that may have an impact on pupils (Positive or negative):

- School uniform temporarily suspended (Whilst the school is closed)

- Pupils clean hands with sanitiser on arrival and leaving school

- Pupils being supported to understand the 'Catch it, bin it, kill it' protocol for coughs and sneezes to prevent diseases. Also, the guidance around trying to avoid touching the area around your mouth, nose and eyes (Use of bins with lids).

- Pupils increased regularity of hand washing during the school day.

- Pupil groupings according to numbers in school and staff available/trained to meet needs (So pupils with different/unfamiliar peers/Teachers).

- Social distancing supported where possible (eg Smaller group working, avoidance of sharing toys without cleaning in between each user, areas of the school out of bounds)

- Educational visits and residentials suspended due to social distancing rules in the community

- No visitors onto school site to minimise the introduction of virus

- Hydrotherapy pool temporarily out of bounds due to hygiene/social distancing constraints

- Homeworking – boundaries between schoolwork in school/home environment less distinct

- Arrival and departure of school transport (One at a time) to minimise risk of spreading COVID-19 in crowded school foyer - requiring patience in 'bus queues'.

- Changes to routine regarding school transport - different drivers/escorts/routes to school/other pupils in transport

- Changes to routine/normal procedures e.g. lunchtimes (eating at separate tables, potentially in different rooms etc.)

- Time spent at home due to school closure - requiring re-introduction to school routines etc. - and impact of prolonged social distancing

- Increased anxiety of supporting adults (potentially both at home and school) - due to covid-19 situation and around attending school/work

- Behaviours of other pupils and different dynamics in new groups (particularly with increased numbers of specific cohorts grouped together)

Also, refer to the risk assessment for school reopening sent to parents on 13th May 2020. Additionally, the school has implemented further risk assessments around access to school; cleaning protocols; and a range of contexts regarding the potential spread/contracting of covid 19 with ongoing risk assessments.