



Behaviour and
Anti-bullying Policy
2020/2021


BEHAVIOUR AND ANTI-BULLYING POLICY ISSUES AND UPDATES

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document - new format and template used.	1	January 2016
Cover page - logo	2	February 2016
Whole document - checked and revised where necessary	3	August 2016
Additional section - weapon referral	4	October 2016
Whole document - annual review and revision where necessary	5	September 2017
Whole document - annual review	6	August 2018
Whole document - annual review	7	August 2019
COVID-19 Updates added	8	June 2020
Whole document - annual review	9	August 2020

The following policy has been approved by the Senior Leadership Team and the Executive Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2020

Board signatory: 

Planned review: August 2021

1. Policy Overview

- 1.1 Progress Schools are specialists in working with students with social, emotional and mental health (SEMH, formerly BESD) as well as working with students who may have: an Education, Health & Care Plan, learning difficulties, social difficulties and those who, for various reasons, may have difficulties with learning. Our school has a staff team consisting of; an Operational Executive, Regional Operations Lead, Head of School, Specialist Teacher, Teachers and Mentor(s) and is further supported by Regional/National based staff who support all schools within the group.
- 1.2 Behavioural difficulties describes a continuum of behaviour ranging from social maladaptation (i.e. challenging, but with excepted bounds) to serious mental illness. Social, Emotional and Mental Health difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. The difficulties experienced by students referred to Progress Schools will already be persistent; they are not necessarily permanent. They may be multiple and may manifest themselves in many different forms and severities. They may become apparent through withdrawn, depressive, aggressive or self-injurious tendencies. They may have single or a number of contributory causes ranging from the family context, the social environment, school, to physical or sensory impairment.

2. Definitions

- 2.1 Students with SEMH are usually distinguished by the unusual or the extreme nature of their behavioural responses to a variety of social, personal, emotional or physical circumstances.
 - 2.1.1 On a personal level, this may present itself through low self-esteem, anxiety, depression, resentment, vindictiveness or defiance.
 - 2.1.2 On a verbal level this may present itself through silence, threats, interruption, argumentativeness, or profuse abusiveness.
 - 2.1.3 On a non-verbal level this may present itself through clingy-ness, truancy, failure to observe rules, disruptiveness, aggression or violence.
 - 2.1.4 On the works-skills level this may present through inability or unwillingness to; work without direct supervision, concentrate, complete tasks or follow instructions.
 - 2.1.5 Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.
- 2.2 Whether or not a student is deemed to have SEMH will depend on the nature, frequency, persistence, severity, or abnormality and cumulative effect of the behaviour, in context, compared to normal expectations for a student of the age concerned.
- 2.3 There is no automatic link between SEMH and any one social factor, but research shows that the prevalence of such difficulties varies according to sex, age, health, ethnicity, class and

domicile. These rates are likely to be higher in inner cities, socially deprived families, boys rather than girls, children with other learning, health or development difficulties and adolescents rather than younger children. While many children cope well with adverse circumstances and events, higher rates of behavioural, emotional and social difficulty are also likely to feature e.g. where there is or has been parental discord or divorce, mental health problems in other family members, neglect, or significant parental coldness or irritability towards the child.

2.4 Common behaviour themes that will fall under this policy are;

Peer on peer abuse - Young people targeting other young people can include (but not limited to) the following:

- Bullying (including cyberbullying);
- Sexual violence
- Sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting and initiating/hazing type violence and rituals
- Upskirting

Bullying - In order to be considered bullying, the behaviour will include:

- An imbalance of Power: Young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once

Bullying includes actions such making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Misbehaviour - can include (but is not limited to) the following:

- Persistent disruption
- Non-compliance with school requirements
- Poor attitude

Serious Misbehaviour - can include (but is not limited to) the following:

- Repeated acts of misbehaviour (see above)
- Bullying (see above)
- Any act perceived to be criminal in nature
- Concerns of a safeguarding nature
- Discriminatory behaviour
- Possession of prohibited items such as;
 - Drugs or alcohol, including so called 'legal highs'
 - Weapons
 - Inappropriate media
 - Pornographic media

- Malicious allegations towards staff/volunteers or other students

3. Aims and objectives

- 3.1 At an organisational level, the policy seeks to ensure that we provide a safe, healthy and calm atmosphere in which students feel safe and secure and have the opportunity to learn.
- 3.2 On an individual basis, the policy seeks to provide students with a structure, which will encourage them to reflect on their behaviours and, where appropriate, to adopt behaviour strategies in order that they should be able to develop more rounded, social interaction skills.

4. Legal framework

- 4.1 Students in school will cover the range of abilities found in mainstream schools. They all have, to a greater or lesser extent, learning disabilities. 'Learning disability' is defined as;

"A child who has a significantly greater difficulty in learning than the majority of children of his/her age, or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in schools within the area of the Local Authority".
- 4.2 Students are defined as having learning difficulties because they are facing barriers which cause them to have significantly greater difficulty in learning than most of their peers (Equality Act, Section 6). These impediments affect their achievement and sometimes that of others.

5. Background

- 5.1 We make five requests of all students, which are held as being fundamental to the school and maintenance of a well-ordered learning environment. Students are expected to be:
 1. Courteous and respectful to all adults;
 2. Courteous and respectful towards other students;
 3. Careful and considerate in their use of school property;
 4. Respectful towards themselves;
 5. Respectful of the local community.
- 5.2 The behaviour management policy draws extensively on the training from many behavioural theorists. The principal feature of all actions is that what can most constructively be done for troubled and troublesome children is to teach them a more appropriate range of responses and skills than those they are currently using. Fundamental to the approach is the assumption that most behaviour is learnt and therefore can be unlearnt or adapted.

- 5.3 We endeavour to approach learning in terms of relatively permanent changes in behaviour. It suggests that learning has only taken place if the student displays behaviour related to the new learning.
- 5.4 The behavioural approach claims that the environment controls learning, in that students respond to stimuli in their environment, and their response, or behaviour, is positively or negatively reinforced. A student will learn from this reinforcement to either continue displaying that behaviour if it was positively reinforced, or not to display that behaviour if it resulted in a negative reinforcement or consequence.
- 5.5 Behaviourists believe in a method of training called operant conditioning. This method is based on the idea that we behave the way we do because of the consequences that resulted from this type of behaviour in the past. Our behaviour is the product of our conditioning, and our reactions are caused by stimuli, rather than by a conscious act. By controlling the consequences that result, either by rewarding or punishing, you can shape the behaviours of the student.
- 5.6 We place emphasis on the introduction of alternative behaviours, which are better reinforced than inappropriate behaviours. This also requires the reduction of those enforcers, which have sustained the inappropriate behaviours. The establishment of clear, observable individual or group objectives, which give definition to desired behaviour, is an important element in behavioural programs. We make extensive use of individual objectives to provide both provision and focus. The use of explicit behaviour criteria (Safety Procedures), a token economy (Student of the Week) and related methods of recording aspects of student behaviour (monitoring scores) bring a high degree of objectivity to the measurement of change in students' responses.
- 5.7 The assumption is made that any student who is recommended for admission to our school has ceased, within a mainstream school environment, to behave in a controlled and reasonable manner. It is the establishment of an appropriate level of self-control, which is the principal objective of the policy. Initially, control will be imposed externally; this should steadily reduce as the student recovers the motivation of self-direction to the point where control is little more than adult guidance.

6. Behaviour management in practice

- 6.1 The principal task in managing the behaviour of students is to establish effective external control whilst at the same time encouraging students towards the development of self-regulation. We have designed a set of strategies that are mechanisms to prevent permanent exclusions, as many young people sent to us have been excluded from their previous mainstream schools or have failed to be successful in large environments. We believe that this does not help to solve our young people's behavioural issues; we believe this makes them worse and leads to feelings of rejection.
- 6.2 Parents and professionals are kept informed at all stages throughout the process by the use of regular progress reviews. This helps to keep all parties concerned fully informed of what issues we are having and what we are doing to support our students with the issues they may have. We also hold regular self-esteem and wellbeing classes

and behaviour formal and informal discussions to ensure the students are as much a part of the process as possible.

COVID-19 update on behaviour management in practice

Progress Schools will first and foremost seek to educate and support students on the new rules, behaviours and expectations relating to safety during the pandemic. Where continual breaches of the implemented safety measures continue to occur after all behaviour management strategies have been exhausted, these will be treated as a breach of school rules and the appropriate sanction applied.

7. Roles and responsibilities

7.1 Progress Schools believe that improved behaviour can only be achieved if it is viewed as a shared responsibility of the referring school/agency, referring school governors, parents/guardians, students and the wider Progress Schools community.

7.2 The Progress Schools Executive Team and wider Management will:

- Ensure that the importance and value of good behaviour is promoted to students and their parents/guardians
- Annually review the Behaviour and Anti-Bullying Policy and ensure the required resources are available to fully implement the policy
- Monitor the school behaviour through the Management Information System and related issues through termly reporting at school meetings
- Ensure that the Head Teacher and Head of School leads on behaviour
- Ensure that the school has clear systems to report, record and monitor
- Monitor the behaviour of all students, including those who are educated off-site and produce a half termly report
- Provide staff development opportunities in relation to behaviour management

7.3 The Progress Schools Head Teacher and Head of School will:

- Actively promote the importance and value of good behaviour to students and their parents/guardians
- Form positive relationships with students, parents and carers
- Ensure that there is a whole school approach which reinforces good behaviour; with good teaching and learning experiences that encourage all students to attend and to behave in a positive way
- Monitor the implementation of the Behaviour and Anti-Bullying Policy and ensure that the policy is reviewed annually (sooner if required)
- Ensure that all staff are aware of the Behaviour and Anti-Bullying Policy and are adequately trained to address behaviour concerns
- Return behaviour data to the referring school/agency and parent/carers as required and on time
- Report behaviour and related issues through termly reporting to the SLT
- Ensure that systems to report, record and monitor the behaviour of all students, including those who are educated off-site are implemented and updated regularly

- Ensure that behaviour data is collected and analysed frequently to identify causes and patterns of negative behaviours
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Develop a multi-agency response to improve behaviour and support students and their families through the half term reviews

7.4 Referring agency/school staff will:

- Support our team with behaviour management through actively implementing the Behaviour and Anti-Bullying Policy
- Keep us abreast of any changes in circumstances that could impact on behaviour.

7.5 Schools staff will:

- Actively promote the importance and value of good behaviour to students and their parents.
- Form positive relationships with students and parents/carers.
- Contribute to a whole school approach which reinforces good behaviour; with good teaching and learning experiences that encourage all students to attend and to display positive behaviours.
- Utilise systems to report, record and monitor the behaviour of all students, including those who are educated off-site.
- Analyse behaviour data to identify causes and patterns of concern.
- Contribute to the evaluation of strategies and interventions used within the school.
- Work with other agencies to improve behaviour and support students and their families.
- Make use of internal and external training opportunities in dealing with behavioural issues
- Complete the behaviour monitoring forms every day in an objective manner.
- Make telephone calls home to parents/carers on a regular basis keeping them informed about their child's behaviours.
- Actively encourage the students to participate within the Student of the Week strategy.
- During unstructured activities (breaks & lunches) stand around the common area and observe for any negative behaviours that may occur and deal with them in a calm and therapeutic manner.
- Complete an incident form detailing all negative behaviours displayed by a student and report any such behaviour to the Senior Tutor/ Head Teacher within the same working day.
- Make use of the following strategies to support improved behaviours:
 - Behaviour effort scoring system - per lesson with overall effort percentage calculated
 - Effective teaching & learning
 - Whole school meetings
 - Seating plans
 - Incident reports
 - Monitoring scores
 - Progress reviews
 - Displays around the school
 - Student of the Week
 - Individual Education Development Plan (IEDP)

7.5.1 In the event of a student behaving aggressively, staff will use de-escalation techniques and any reasonable amount of force to remove a student should they be a danger to themselves or anyone else. If reasonable force is not sufficient, it is protocol to ensure the safety of others and call the police to remove the student (See section 13 - Safer Handling).

7.6 We request that parents/carers will:

- Talk to their child about school and what goes on there. Take a positive interest in their child's work and educational progress
- Instil the value of education and positive behaviour at school within the home environment
- Encourage their child to look to the future and have aspirations
- Attend any reviews scheduled for their child in which their contribution will be recorded
- Inform school of any change in circumstances that may impact on their child's behaviour
- Support school by; taking every opportunity to get involved in their child's education, forming a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home
- Encourage routine at home, for example, bed times, preparing bag and clothing the evening before
- Support the Student of the Week strategy
- Accompany their child to a reintegration meeting after any fixed term exclusion to sign a behaviour contract and reflect on behaviour to prevent repetition

7.6.1 Where parent/carers repeatedly undermine school and/or do not support the policies and procedures, a new school placement may have to be sought.

7.7 Students will:

- Sign a student contract on admission agreeing to abide by school rules and regulations - this features around the Three R's - Right, Responsibility and Reward
- Wear seat belts at all times when traveling in a vehicle
- Not smoke in any school premises or vehicles at any time
- Attend Stop Smoking Cessation lessons if they smoke and wish to quit
- Follow all instructions that are issued to them by all staff
- Refrain from swearing, shouting or using of any form of bad language to staff or peers
- Not bring offensive weapons into the school building
- Refrain from the usage of drugs or alcohol before, after or during the school day
- Not display any racist, abusive, homophobic or prejudice behaviours' and it is important that you treat everybody with respect
- Not run within the school building
- Not bully, intimidate or threaten other students or staff
- Complete all work before participating in any off site activities
- Not display disrespectful behaviour or language towards staff or members of the local community
- Not steal from school or any location, especially if on a visit with school
- Seek permission from staff to log onto any websites not already approved. Failure to do so will result in an immediate ban from the ICT room and/or equipment (laptops etc.)
- Leave the school building in an orderly fashion and return at agreed times
- Respectfully not cause damage to oneself, staff, and peers or to school property

- Not use any external fire exit door unless during a fire evacuation procedure
- Not throw any projectiles within the school building or whilst travelling
- Not be allowed into certain offices within buildings unless invited by a staff member
- Have to complete a behaviour reflection sheet after any fixed term exclusion or insisted time away from the school building
- Leave personal electronics at home or comply with the rules and hand them in when asked

7.8 Students attending the Wirral School, are being supported to reintegrate back into mainstream education. To support the transition, there is an expected uniform for all students that consists of:

- White shirt/blouse
- Black trousers/skirt
- Appropriate black footwear - no trainers
- Black/navy blue blazer/jumper - no logos

Once a new mainstream school has been allocated, students are welcome to wear the uniform of their new allocated school until they transfer.

If a student arrives for school not wearing the correct uniform, staff will provide new items of clothing for them to put on for the day. This will be followed by a phone call home to ensure uniform is worn correctly the following day.

COVID-19 update on roles and responsibilities

Staff will take additional time to ensure all students and parents/carers are fully informed of any new procedures implemented as a safety measure within the school. As students start to return to school, staff will spend time actively educating the students on the current pandemic, requirements and expectations as well as listening to their concerns and answering any questions they may have.

Students will not be penalised for adjusting to the new processes where intent is not malicious and understanding can be gained through intervention, education, communication and reasonable adjustments.

Students must be responsible for their safety and the safety of others. Where students may have barriers that prevent them from acting responsibly, individual risk assessments will be completed.

8. Exclusion

8.1 Staff are supportive of the use of fixed term exclusions, which is consistent and supports the maintenance of adequate discipline and safety within school. It is our view that individual circumstances should be taken into consideration when fixed term exclusion may be required; every instance where a member of staff is assaulted (both verbally and physically) will be taken as extremely serious and will almost always result in fixed term exclusion, pending possible permanent exclusion. Likewise, staff will consider situations where a student or students are persistently harassed, endangered or encouraged to self-

remove themselves from the care and supervision of staff as unacceptable behaviour that may merit fixed term exclusion.

- 8.2 Where fixed term exclusion is deemed necessary, exclusions will be based upon the nature of the behaviour. Usually one day's fixed term exclusion will suffice to reinforce positive behaviours within the school. The effective use of exclusion indicates that the likelihood of successful rehabilitation increases the shorter the period of absence. Parents/carers are normally expected to accompany the student on their return to the reintegration meeting with the Head Teacher or Head of School who will conclude the exclusion and complete a behaviour reflection sheet with the student. An additional behaviour contract may also be requested to be signed by all present. At the reintegration meeting, the IEDP can be adapted to reflect new targets as set by parents/carers, referring agents/schools, external support agencies, the student and the staff member from the school.
- 8.3 We have the right to fix term exclude a student from learning if any of the following negative behaviours have occurred or we are investigating allegations of the same nature. This list is not exhaustive:
- Violent and/or disruptive behaviours
 - Criminal behaviour of any sort
 - Damage to property
 - Not following instructions from a member of staff (non-compliance)
 - Bullying of staff or other students
 - Offensive conduct
 - Violation of the Equal Opportunity Policy
 - Violation of the Health and Safety Policy
 - Being under the influence of drugs and/or alcohol
 - Having drugs and/or alcohol or related paraphernalia on your person
 - Theft of school property or property of other students/staff/visitors
 - Inappropriate behaviour whilst representing school in the local community
- 8.4 If a student is excluded, parents/carers will be informed by telephone and an explanation of the fixed term exclusion will be given. Parents/carers will also receive written confirmation no longer than 24 hours after the fixed term exclusion has been imposed. Incident reports will be completed for any violation of any of the above rules for evidence purposes. Exclusion protocol, sources of support and appeal guidance is outlined in the fixed term exclusion letter that all parents receive and follows departmental advice.
- 8.5 From time to time, a student may display a behaviour that requires them to be sent home for the rest of the day (and receive no further fixed term exclusion) on the grounds of a health & safety risk to other students, staff or the wider community. When a student is sent home for the rest of the day, a telephone call is made to parents/carers informing them of the situation and why their child is being sent home on the grounds of health & safety and the subsequent conversation is recorded in the students call log as evidence. A 'remainder of the day' exclusion letter will also be sent home. An incident report will be completed by a member of staff and brought to the attention of the Head of School. On the next occasion when the student returns to school, they must have a discussion with the Head Teacher/Head of School to discuss the reasoning behind being sent home and targets set to avoid repeat offences.

- 8.6 There are, on occasion, times when the intensity and repetition of a student's behavioural difficulty is such that they cannot be safely contained by normal behaviour management strategies at school and will result in a withdrawal. The key issue, which would indicate the student is beyond management, would be an increase in frequency and intensity of behaviours, which would have a significant adverse impact on other students, staff and teaching. Sexual intimidation, racist abuse and/or intimidation, aggressive behaviour, carrying/use of weapons or any behaviour, which threatens the health & safety of all within the school's learning community, might be included.
- 8.7 Where a fixed term exclusion spans a day where the student is due to attend either alternative provision or a work placement, the exclusion will include exclusion from attending any placements.
- 8.8 Where a fixed term exclusion ends on the day before the student is due to attend either alternative provision or a work placement, they will not be permitted to return to any placement until they have attended a reintegration meeting with the school.

COVID-19 update on Exclusion

Fixed term and permanent exclusions will still be used during this pandemic to support behaviour improvements and ensure the safety of all students.

Where reintegration meetings are required and family cannot attend due to vulnerability, these will be arranged remotely via telephone or video call. Where this is not possible, a socially distant meeting will be considered after the level of risk is assessed.

9. *Anti-bullying strategy*

- 9.1 The aim of the anti-bullying aspect of the behaviour policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities at Progress Schools.

- 9.2 Definition - See section 2.4

The main types of bullying are:

- **Verbal** - name calling, racist remarks, sarcasm, spreading rumours and teasing.
- **Indirect** - spreading rumours, excluding someone from social groups.
- **Emotional** - being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
- **Physical** - pushing, kicking, hitting, punching or any use of violence racial taunts, nicknames, graffiti, gestures and theft.
- **Sexual** - unwanted physical contact or sexually abusive comments, taking images without consent.
- **Homophobic** - because of, or focusing on, the issue of sexuality.

. **Cyber bullying** - all areas of internet, such as email and internet chat-room misuse; mobile threats by text messaging & call; misuse of associated technology, e.g. camera & video facilities.

. **Race, Religion and Culture** - culturally insensitive names or images.

. **Special Education Needs and Disability** - focus made upon ability level.

9.3 Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, lateness, taking unauthorised or unusual absences or clinging to adults, and in extreme cases, may lead to suicide. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in school and outside. A third of all girls and a quarter of all boys are at some time afraid of going to school because of bullying and staff will be mindful of this. We do not tolerate bullying of any kind.

9.4 All staff are alert to signs of bullying and will act promptly and firmly against it in accordance with the school protocols.

9.5 The main feature of the behaviour and anti-bullying policy for dealing with bullying is prevention rather than cure. Correct levels of staff supervision during all unstructured times of the day mean that there are few opportunities for students to have anything other than a few moments away from direct contact with staff. Risk assessments are used to minimise the times these areas are not overseen.

9.6 We have a legal duty under the School Standards and Framework Act to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. We are also mindful of, and wish to comply with the Human Rights Act.

9.7 Roles

When bullying is suspected/reported, a member of staff is designated to observe the alleged victim. This initial response provides objective evidence on which to base subsequent actions. It also minimises the likelihood of false accusations.

9.7.1 Should it be established that intimidation has taken place, the student/students identified as being involved, will be interviewed by the Head of School and/or Head Teacher. The parents/carers of all students involved are informed and a clear caution issued concerning any repetition of the behaviour.

9.7.2 Staff:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached/witnessed the incident
- A clear account of the incident will be recorded and given to the Head of School
- The Head of School will interview all concerned and will record the incident
- Class teachers will be kept informed
- Parents/carers will be kept informed

- Punitive measures will be used as appropriate and in consultation with all parties concerned

9.7.3 Students

Students who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- Reassurance
- Continuous support
- Being offered workshops and learning in development of self-esteem
- Being offered counselling

Students who have been bullies will be helped by:

- Discussing what happened
- Discovering why the student became involved in such behaviour
- Establishing the wrong doing and need to change
- Informing parents/carers to help change the attitude of the student

If the bullying does not cease - the following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of the school
- Reduced timetable
- Fixed term exclusion
- Permanent exclusion

- 9.8 Within the curriculum, we will raise the awareness of the nature of bullying through inclusion in Wellbeing and SMSC lessons, class tutorial time, whole school assemblies, wall displays and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- 9.9 It is recognised that while our system of supervision allows few opportunities for systematic bullying to occur, there are many occasions during the school day when considerable psychological pressure can be exerted. The intent or nature of this insidious form of bullying makes a positive intervention difficult. Although it is potentially fraught with danger, all student reports of such practice are drawn to the attention of staff during daily de-brief meetings.
- 9.10 Support for the victim is available through counselling. The alleged perpetrator is also provided with counselling opportunities. Every effort is made to strengthen the position of the victim. This, it is acknowledged in these circumstances, may be at some cost to the alleged perpetrator.
- 9.11 We seek to demonstrate publicly that bullying is totally unacceptable and that bullies will be contained if they do not choose to change their own behaviour. The needs and behaviours of the victim are examined with him/her and where appropriate, via the mechanism of counselling although alternative strategies may be suggested. Logged useful material is often gathered through the structured observation that took place to ascertain the nature of the bullying difficulties.

COVID-19 update on anti-bullying strategy

Any student who makes comments or carries out actions intended to threaten to deliberately 'infect' others with coronavirus can be removed from the site with immediate effect. A fixed term exclusion can be applied and a review meeting held remotely before the student is considered safe to come back to school. This course of action will be used only when the student has been fully educated on their behaviour and understanding of COVID-19. After such education has been thoroughly completed, continuous behaviour will be viewed as malicious.

10. Accidental and wilful damage

- 10.1 We recognise that there are occasions when accidents occur. By definition, there is no premeditation and no intention and students inform staff when accidents happen. Within school, these are likely to be relatively minor incidents. Costs of replacement will be borne from the repairs and maintenance budget.
- 10.2 The majority of damage caused in school is avoidable. Students frequently ignore the advice or cautions that staff will give. The result is often that something is broken or damaged. Students must learn that their own actions have consequences and there is a cost to their carelessness. It is policy that students should make full restitution of the actual replacement cost or participate in restorative justice. This will be done in conjunction with parents/careers.
- 10.3 In exceptional circumstances, some students maliciously and wilfully cause damage to school property or the property of others. This is criminal conduct that can or will be referred to the Police. It is policy that a complaint will be logged and if necessary the cost of repair will be recovered through a criminal compensation order or sought through the small claims court. If this is the case, it is more than likely that the student will not be allowed back on the premises.
- 10.4 Arrangements for damage payments
 - 10.4.1 Parents/carers will be informed as soon as it is known that damage has unnecessarily been caused. An approximation of likely cost will be given followed by an invoice for full quoted works. Parents/carers will be encouraged to ensure students pay in person directly to the school. Given that most repair/replacement costs are relatively significant sums, payment by instalments can be negotiated. It is hoped that the learning, associated with the repeated payments, drives home the reality of the true costs and consequences of the students' behaviour.
 - 10.4.2 Some parents/carers may prefer to pay the replacement costs in one lump sum. They will be encouraged to recover this sum from their child's personal allowance, but this is a matter for the individual families/carers.
 - 10.4.3 Parents/carers can expect to receive a copy of any invoices received for the restoration of damage. Where staff can undertake repair work, their time will be costed at £15 per hour. Time will be charged by the quarter hour. It may be appropriate that a parent/carer will offer to restore the damage him/herself, provided that the standard of repair is equal to that of a

professional or standard set by the Head of School and/or Head Teacher, this offer will be an acceptable means by which repairs can be carried out.

10.4.4 Where monetary repayment is not possible, there may be occasion to arrange for the student to give back to the school by other means. This may include manual labour such as redecorating, tidying etc. (Restorative Justice).

11. Liaising with the Police

11.1 There are occasions where the local police force may attend the school site in search of a student. If the police have a warrant for an arrest they will inform the Head of School before making the arrest.

11.2 If the police have come to the school in search of information relating to an incident, staff will ensure the police have a standard section 28/section 29(3) forms (Request for personal data, in accordance with guidance issued by the Association of Chief Police Officers (ACPO)). However, the Data Protection Act includes exemptions which allow personal data to be disclosed to law enforcement agencies without the consent of the individual who is the subject of the data, and regardless of the purpose for which the data were originally gathered. In particular, personal data may be released if:

- The information is required for safeguarding national security (Data Protection Act section 28); or
- Failure to provide the data would prejudice the prevention or detection of crime, the apprehension or prosecution of offenders, or the assessment or collection of any tax or duty (Data Protection Act section 29(3)).

Personal data may also be disclosed without contravening the Data Protection Act where the disclosure is required by law.

11.3 If the police have been called by a member of staff due to, for example, criminal behaviour in the school or missing episode, the staff will have to inform them of basic student details so parents/carers can be contacted in line with their rights.

11.4 Staff also reserve the right to confiscate items that are illegal or that contain evidence of criminal activity. These items/evidence may also be handed to the police.

12. Student referral with history of weapons

12.1 We have seen an increase in referrals where students have been involved or suspected of being involved in the practice of carrying weapons.

12.2 Each case is reviewed by the Operational Executive and discussions are held with the Head Teacher and Head of School.

12.3 In the event a student is admitted the following procedure will be followed once strategy is approved by the Head Teacher: the student will be subject to a search each morning and each time they enter the premises if they have previously absconded. They will be asked to voluntarily show the contents of their pockets and bags prior to admittance to

the school. This is to safeguard each student and staff member. The school may also use a handheld wand to search for concealed weapons.

- 12.4 The above process will be followed at all times until the risk is deemed reduced and the student has become more well-known to staff.
- 12.5 In the event of the student refusing to do as requested, this will be treated as non-compliance in line with our behaviour policy. The appropriate sanction will then be applied.
- 12.6 In the event of a weapon or any other concerning item being found, the item will be confiscated immediately and will be passed to the police. The student will be removed from the premises and excluded whilst an investigation is carried out.
- 12.5 Only the Head Teacher, in discussion with the Head of School, has the authority to determine when the voluntary searches will cease.
- 12.6 The same procedure will be implemented if an existing student has been involved in an incident outside of school where weapons were involved.

13. Use of Reasonable Force - Safer Handling

- 13.1 In rare circumstance, staff may use reasonable force to restrain a student to prevent them from harming themselves or others.
- 13.2 The definition of restraint is: “To keep in check or under control or within bounds, confine, imprison”.
Any action that removes a person’s liberty (their freedom to go about their lawful business, to do as they please, make their own choices and move about freely without restriction) is a form of restraint.
- 13.3 Incidents of reasonable force must:
 - Always be used as a last resort following appropriate de-escalation techniques
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Be recorded and reported as appropriate (staff must de-brief with the Senior Leadership Team after any use of restraint that involved beings hands on with a student)
- 13.4 Where restraint has been used and there has been an injury, the relevant medical assistance will be provided/sought and consideration will need to be made as to informing the student of the restraint of their rights under other procedures such as complaints procedures/safeguarding procedures/management of allegations procedures.

14. Absconding

- 14.1 If a student absconds from school their parent/carer will be called immediately.
- 14.2 Where it is safe to do so, a member of staff may follow the student from a distance and encourage them to return to school site.
- 14.3 Parent/carers may choose to take over and contact the student themselves or wait for them at home.
- 14.4 If parents/carers or any other emergency contact cannot be contacted, the student will be reported as missing to the Police on 101.
- 14.5 If a student is deemed high risk, they will be reported to the Police on 999 to safeguard them.
- 14.6 Staff will be mindful of individual arrangements. Some student have specific risk assessments in the event of absconding based on their individual need.

15. COVID-19 Specific Expectations and Behaviours

15.1 Arrivals, departures and circulation throughout the school setting

Students will enter and exit school through their designated entrance/exit at the agreed time, keeping a 2m distance from any other individual. There will be markers on the floors to support students with social distancing. Movement around the school premises will be limited. When the students leave their classroom to go for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Students will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus. Children must have a responsibility for their own equipment, and must ensure that these are not shared with other pupils.

15.2 Hand washing and Hygiene

Students will be expected to follow all hand washing and hygiene routines while in school. Students will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask students to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Students will be reminded not to touch their face, mouth, nose or eyes while at school. Should an individual refuse to follow these routines, disciplinary procedures and sanctions will be used in line with this policy.

15.3 Social Distancing

Students will be expected to socially distance from their peers and adults in school at all times. Staff will ensure that pupils, where ever possible, adhere to social distancing measures. Where students are not complying, the usual disciplinary procedures and sanctions will be used after an intervention to support understanding of responsibilities to remain safe.

15.4 Break times

Students will have a designated place to play/go during break times and will be expected to remain socially distant from both peers and adults during break times. Students must stay in their designated area at all times during these periods.

15.5 Students with Special Educational Needs and/or Disability

Progress Schools acknowledges that students will have had a range of different experiences during the pandemic which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends/family or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety;
- lack of confidence
- Challenging behaviour;
- fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some students, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. Progress Schools recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

Each individual school will undertake an individual risk assessment for the child to implement reasonable adjustments to reduce the stimulus that may be triggering the challenging response. Students with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. Progress Schools will work closely with parents/carers to implement supportive strategies that will inform an appropriate response. If necessary, each respective school will seek external support from other agencies such as Educational Psychologists.

16. Associated Documents

- 1) Working together to safeguard children (HM Government) July 2018
- 2) Keeping children safe in education (DfE) September 2020
- 3) Revised Prevent Duty (HM Government) April 2019
- 4) Channel Duty Guidance (HM Government) April 2015
- 5) Inspecting safeguarding in early years, education and skills settings (Ofsted) May 2019
- 6) The Education (Independent School Standards) Regulations (2014)

- 7) Progress Schools E Safety Policy (2020)
- 8) Use of Reasonable Force in Schools (July 2013)
- 9) The Equality Act (2010)
- 10) The Human Rights Act (1998)
- 11) Searching, screening and confiscation in schools (January 2018)

Values and Vision

We value:	Which means:	and is shown when we:		
		as students:	as staff:	as a school community:
Positivity	High expectations for all.	We engage and behave in line with school and home expectations meaning we have a more positive experience.	We lead by example and enjoy our roles and the gains our students make.	We see the best in everyone and everything and avoid negativity.
Responsibility	All being accountable for our words and actions.	We engage in learning and reflect on our own behaviour. We are responsible for our actions.	We are accountable for our actions and ownership of our roles and responsibilities.	We look after each other, the environment and ourselves whilst being considerate of others.
One Team	Working together across each school and the company as one.	We help each other and take an interest in other schools.	We help each other in our own school and those in other schools. We seek support from the wider teams.	We come together to offer support, encouragement and praise.
Growth	We are constantly developing as individuals and as a school/company.	We develop our skills and knowledge. We are inquisitive.	We develop our skills and knowledge. We are inquisitive. We strive to make our school bigger and better.	We expand on our good practice and continually seek improvements.
Respectful	Being respectful of our peers, the school, equipment and our local communities.	We show respect in our actions and words. We celebrate diversity.	We show respect in our actions and words and lead by example at all times. We celebrate diversity.	We respect each other and our environments.
Exceptional	Striving and have high expectations or ourselves and others.	We push ourselves academically and personally.	We deliver high quality teaching and support for our students and each other.	We provide a service that meets everyone's needs.
Supportive	Supporting each other to overcome our barriers.	We encourage each other even in tough times.	We provide individually tailored support.	We move forward together and don't leave anyone behind.
Stable	Being consistent.	We develop self-regulation and responses to crisis.	We provide consistent high levels of education, care and teaching.	We are consistent in all we do. We have an embedded culture, values and ethos.