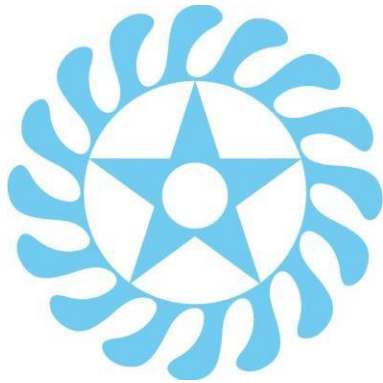




Cloughwood
Academy

Behaviour Policy (including Anti-Bullying)

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
4.0	30/09/2024	Mr R Newton	LGB	Annually	Approved 22.01.2025	22.01.2026

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Introduction

This policy has been written in consultation with the whole of the staff of Cloughwood Academy and is intended to outline the key principles and philosophy underlying a positive, rewards-led, whole-school behaviour management strategy that celebrates achievement, acknowledges pupils' progress and supports each individual's behavioural, social and emotional development. Our intention is to teach good behaviour through the curriculum and to model appropriate conduct, rewarding improving pupils and holding those who behave poorly accountable for unacceptable conduct. All staff members demonstrate an unconditional positive regard for our pupils and support them to, "Be your best possible self!"

At Cloughwood Academy we aim to foster a safe, educationally rich environment, characterised by respect for the individual, dignity for all those who attend and work here, and one in which our pupils can grow into responsible independent learners capable of functioning well both in school, the workplace and in the wider community.

Expectations and Routine

Pupils need to know what the expectations are for their behaviour and conduct, why it is important that they strive to meet them and what will happen if the expectations are not met. At Cloughwood Academy we ensure that pupils know school expectations and routines through regular PSHRE sessions, a "one voice" approach and by displaying a one-page behaviour policy called "The Cloughwood Way" in all classrooms and communal areas **(Appendix 1)**.

School expectations

- You will treat everybody with respect.
- You will try your best in lessons.
- You will demonstrate safe behaviour.
- You will act with honesty and integrity.

Our routines

- We walk around school.
- We put our hands up for quiet.
- We line up for lessons.

- We put our hand up to ask or answer a question.
- We take a mindful minute after break time and lunch.

Strong relationships

Pupils need to feel the warm, responsive and nurturing interest of people who are important to them. Pupils are more likely to internalise behaviours that are important to respected teachers, teaching assistants and residential support workers. “The Cloughwood Way” details what pupils can expect from every adult they work with:

- Adults will give their first attention to the best conduct.
- Adults will create a nurturing and calm learning environment.
- Adults will plan exciting and enjoyable lessons and activities.
- Adults will award points at the end of each lesson.
- Adults will apply rewards and consequences consistently

Support for Autonomy and Independence

Pupils must be provided with opportunities to experience choice in relation to our behavioural expectations. This will also encourage the growth of independence and resilience.

A Desire to Learn

Pupils can often be motivated by a desire to show their competence. This can adopt one of two possible orientations to learning, which are:

- A. Proving one’s ability – a pupil defines his success in relation to the performance of their peers.
- B Improving one’s ability – a pupil defines his success in relation to previous performance or progress.

The Points System

The points system aims to:

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour

- Motivate pupils to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence

This system is based on both behaviourist and learning theories, which demonstrate that awarding points with rewarding consequences encourages acceptable/appropriate behaviours whilst discouraging the inappropriate/unacceptable behaviours by not gaining points. In relation to boys, specifically, in group situations a system of this kind can promote both individual motivation and a manageable, healthy element of competition. To support all of this, we adopt a child centred caring approach which scaffolds our pupils' basic needs whilst, at the same time, allowing each individual to develop a sense of belonging and to become self-actualised independent learners as they grow emotionally.

Learners at Cloughwood Academy will be encouraged to be:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

As these qualities grow, behaviour develops to become appropriate/acceptable (supported by adult guidance) and further to become responsible and independent (relying less and less upon adult intervention).

Awarding Points

The points system aims to develop positive pupil attitudes and responsible pupil behaviour, by utilising an ethos underpinned by rights, expectations, rewards and consequences.

The points system used the prefix **RATE** to categorise the areas for which points can be awarded.

Points can be awarded in the following areas:

R – Respect for self, peers, adults and the learning environment

A – Achievement in lessons and as a whole

T – Meeting Boxall Target

E – Effort and ‘having a go’ (resilience).

Three points are available in each category.

- 0 points – The pupil has consistently not met the school expectations.
- 1 point – The pupil has met some of the school expectations.
- 2 points – The pupil has met most of the school expectations.
- 3 points – The pupil has consistently met all of the school expectations.

Teachers and support staff need to be consistent, fair and firm in the awarding of points in order to protect the effectiveness and integrity of the points system. At the end of each lesson the teacher and support staff should feedback what points have been earned by each pupil. Weekly points totals are entered onto an electronic spreadsheet, managed by the ICT teacher, these are shared during the Praise Assembly.

Rewarding good behaviour, achievement and attendance.

At Cloughwood Academy we believe that good conduct, hard work, effort and attendance should be rewarded. Each of our pupils has their own Cloughwood Account which is used to keep track of the rewards they have earned. Form Teams will support pupils to choose something which they are saving up to buy. When the pupil has saved enough in their Cloughwood Account we purchase their chosen item and present it to them in Praise Assembly. During period 1 on Friday, pupils, teaching staff and support staff meet in the main hall for the weekly Praise Assembly where we review the week, record points, award prizes, celebrate outstanding achievement and recognise excellent attendance.

Summary of the Reward System

- Staff can recognise good performance by making a positive phone call home.
- Teaching teams present a certificate to two pupils; one who is the Worker of the Week and one who has produced the most Outstanding Work of the Week. When a pupil has achieved ten certificates (five in Primary) they will receive £5 which is added to their Cloughwood Account.

- One pupil from Primary and two pupils from Secondary will be chosen for the Weekly outstanding Homework award – The winners receive £5 which is added to their Cloughwood Account.
- Each week all members of staff can nominate a pupil for the “Caught Being Good Award”. The Headteacher selects the two winners of the “Caught Being Good” award, they each receive a £5 credit to their Cloughwood Account.
- Weekly 100% attendance draw – Two pupils win £5 in Primary, Four pupils win £5 in Secondary, these prizes are added to their Cloughwood Account.
- Each half term, twenty pupils with the highest points from Secondary and the ten pupils with the highest points from Primary receive a £10 credit to their Cloughwood Account.
- Each term, the pupils who have achieved 100% attendance for the period are rewarded with a £20 in their Cloughwood Account.

Enrichment

Each week pupils receive five Enrichment periods as part of their timetable. Our Enrichment program consists of three main areas: Physical and Health, Creativity & Culture and Independence & Community.

There are a variety of activities available to pupils during Enrichment, these include but are not limited to: Football, basketball, dodge ball, table tennis, golf, boxing, rock climbing, cycling, ICT, Art & Design, board games, adventure playground, catering, guitar lessons, piano lessons, Design and Technology, electronics, horticulture, construction, childcare, drama, science, Forest School, catering, independent travel training film and literature and enterprise.

Consequences

There is a comprehensive whole-school approach to applying consequences and, for overall underperformance, these consequences are designed to be consistent and fair, such as break time and after school catch up. We take a differentiated approach depending on the age of the pupil: Primary or Secondary. This reflects our commitment to implementing the school intent which focuses on a nurturing approach in Primary before developing greater independence and self-management in Secondary/Sixth Form. The points system encourages pupils to take ownership of their own behaviour and to understand the choices available to them.

Should an incident occur, the nature of the incident will determine the level of reporting required. In cases where an incident is deemed to be of a nature that is too serious to be dealt with through the points system, an electronic record should be made on Arbor by the member of staff concerned and SLT should be notified.

Incidents that involve physical intervention (where reasonable force has been used) must be recorded in the bound and numbered book and on Arbor. This must be completed on the same day as the incident. Parents/carers must be informed on the same day if a physical intervention has taken place.

School Based Consequences

Consequence Structure

Within the context of the classroom or wider school environment the following sequence could be followed when selecting and administering a consequence for unacceptable behaviour.

- With reference to behavioural expectations, prompt pupil for co-operation or compliance.
- Verbal success reminder.
- Verbal warning of consequences.
- Move seats/teaching assistants give closer support.
- Time out to cool off or calm down with Pastoral / Senior staff.
- Consequence reflected in points awarded to pupil.
- Request that the pupil catch up at morning break.
- Individual member of staff requests permission to issue a period of after school catch up.
- Where there are concerns that are more serious due to persistent refusal to co-operate or behaviour likely to prevent teachers teaching or pupils learning, the Headteacher may make provision for a period of internal exclusion in which a pupil would have to make reparation before being reintegrated into the life of the school.
- For incidents of discriminatory behaviour, violence, theft, drugs and criminal damage, the Headteacher may involve the police and charges might follow as a result.
- Where a pupil's continued attendance at school poses a threat to the health, safety and well-being of the rest of the Academy community, the

Headteacher will have recourse to use fixed-term and permanent exclusion as a last resort.

All pupils are to be treated with unconditional positive regard and every effort will be made to correct behaviour and provide support to pupils to enable inclusion. Nurturing relationships based on trust, respect and fairness are vital between staff and pupils. They form the basic blocks on which successful de-escalation is based. Further to this, a senior member of staff will always be available on the corridors to ensure that good practice in this area is modelled and that pupils in crisis can be moved to a neutral area in order to regain self-control.

Cloughwood Academy also protects the rights of all people who work at or visit the school and, to that end, all staff are trained in techniques that enable them to physically intervene to prevent injury to themselves and our pupils. (See academy guidance on Safe Handling Techniques and Control of Pupils).

Absconding from School

- There are robust procedures in place to safeguard a pupil if he absconds, which include notifying parents / carers / Social Workers / Emergency Services.
- If a pupil does abscond it is expected that the time and work missed will be made up in the pupil's own time after school the next time he attends.
- If a pupil absconds it may be appropriate to invite parents / carers to a back to school meeting.
- If any pupil regularly absconds from school a Multi-Agency Safeguarding meeting will be called to investigate a way forward on a case by case basis.
- In conjunction with SLT and the Pastoral Lead, the Form Tutor will update the Pupil Safety Plan to reflect the increase in risk caused by the pupil running away and put actions in place to mitigate future risk.

Break time catch up

Requests for break time catch up can be made at the end of the morning review meeting held after lesson two in the main hall. The member of staff should determine the length of the catch up. Break time catch up gives the pupil the opportunity to wipe the slate clean so that he can re-focus his energies into having a good day, rather than having a consequence hanging over him.

Completing the break time catch up in an acceptable manner would indicate that he has accepted responsibility for his behaviour and made reparation. If break time catch up is not completed satisfactorily it will be extended or may have to be repeated.

Repeated failure to complete break time catch up satisfactorily could result in the pupil attending an after school catch up session.

After school catch up.

- Requests for an after school catch-up or detention can be made no later than 2.00 p.m.
- Any after school catch-up must be approved by a member of the SLT.
- Parent/carers must be notified, and the reason(s) explained.
- Parents/carers need to be kept informed about their child's behaviour in after school catch-up.
- Staff take individual responsibility for administering after school catch up sessions but under no circumstances should any member of staff carry out a session on their own.
- The usual time for an after school catch up session would be one hour. However, the session cannot begin until good order and a commitment to complete necessary work is observed.

Anti-Bullying

1. POLICY STATEMENT

All young people at Cloughwood should feel free from fear and safe from harm. They all deserve to feel that they are cared for and secure in their school.

All young people need a safe space in which to develop physically, emotionally and psychologically. At Cloughwood we aim to create a family based atmosphere and environment that does not accept or tolerate the oppression of one person by another and where victims and bullies are supported and enabled to overcome their difficulties.

All young people, pupils' families and staff are made aware of the school's approach in regard to bullying when they initially visit for interview and they are kept updated and aware of any issues throughout a pupil's placement.

Staff will confront all forms of bullying (including online bullying) in an open and honest manner. All individuals in the school community have a responsibility to address and challenge any form of bullying whenever and wherever it arises.

All underlying issues that are at the root cause of any bullying must be addressed - bullies thrive on silence and secrecy.

All forms of bullying or oppression, whether because of race, religion, disability, social or physical difference, gender, age, or sexual orientation, must be addressed by all.

It is the duty of all members of staff to promote positive attitudes and behaviour in such issues - a positive role model is a powerful educator. The effects of bullying on the victims and those who are vulnerable in the school can be profoundly harmful and long lasting.

2. WHAT IS BULLYING?

Bullying is the abuse of power in a relationship. It is the wilful, conscious desire to distress, threaten, hurt, intimidate or frighten another and may take many forms:

- **Verbal** - name calling/unpleasant or nasty comments
- **Physical** - assault, pushing, nipping, any form of violence (this may be hidden as 'play fighting' or rough and tumble.
- **Emotional/psychological** - tormenting, humiliation, ridicule, pressure to conform
- **Social** - being left out, people not talking to you
- **Material** - possessions stolen or broken, extortion
- **Racist** - racial taunts, gestures, graffiti
- **Homophobic** or gender variant - taunts, gestures, graffiti
- **Sexual** - unwanted physical contact, abusive comments
- **Cyber bullying** - any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox live, Instagram, You Tube, Snapchat and other chat rooms. Social media can be used by perpetrators of all the above types of abuse and due to its nature can be particularly pernicious.

It is important to be aware that bullying may take place between young people, between young people and adults and between adults.

Verbal and social forms of bullying are particularly common. Some forms of bullying can be construed as 'leadership'; 'bossiness' or a 'competitive nature', all of which leave the victim feeling, unsupported. Some bullies act as individuals, others work in groups. Onlookers who ignore bullying will be seen as condoning the actions.

If the person being bullied believes that the incident is motivated by prejudice or hate, then this could be classed as a hate incident or crime.

Please see the Safeguarding policy for more information on Hate Incidents and Hate Crimes.

The seriousness of bullying depends on a number of factors, so that makes it ever more important to catch bullying at its earliest stage through effective supervision, monitoring and planning.

Factors that may need to be considered include:

- How much hurt was intended
- How often it happened
- For how long it occurred
- What the effect was on the bullied child
- How threatening the bully was
- How personal it was
- How many were involved
- The ability of the bullying child to understand the impact of their actions
- Was it provoked or unprovoked
- Was it planned
- Was the person trapped or restricted
- The perceived status of the bully
- The reaction of onlookers

Bullies tend to rationalise their own behaviour to justify their treatment of the victim. A victim may in turn end up believing that they deserve to be bullied.

The person's background and life history will very much influence whether they have a predisposition to dominate or seek victim status. Staff have a duty to be aware of a pupil's backgrounds to help them

establish any causal influences on their behaviour.

It is also important to be aware that a victim may in turn seek to bully others.

2.1 WHY DO SOME PEOPLE BULLY?

There are many reasons for this, which include:

- A lack of power, self-esteem or confidence
- Unhappiness
- Jealously
- Being a victim of someone else - even from the past
- Being fearful
- Feeling weak or disenfranchised

The bully may want to:

- Feel superior
- Be popular
- Gain attention or material things
- Get rid of or mask their own fears
- Get rid of or mask frustration and anger that they are feeling
- Make up for lack of self esteem
- Make up for lack of success

2.2 WHY DO SOME PEOPLE BECOME VICTIMS?

There sometimes is no apparent reason why a person becomes a victim. Some may be seen as a victim or target if they are seen as:

- **Vulnerable** – they may look as if they can't stand up for themselves or they may present as fearful, quiet, sensitive or shy.
- **Different** – this may be to do with gender, colour, religion, height, weight, appearance, race or sexual orientation
- **On their own** – a person may be bullied if they appear to be a loner

2.3 DIFFICULTIES IN REPORTING BULLYING

People and pupils may be reluctant to report bullying because:

- They are frightened of reprisal from the bully
- Not wanting to tell tales or 'grass'
- Shame at not being able to deal with the problem
- Not wanting to worry parents or carers
- Fear of losing friends or being isolated

2.4 SYMPTOMS OF BULLYING

This is not a definitive list or exhaustive guide to the symptoms of bullying. The signs themselves are not an indicator of bullying, but sudden or even subtle changes of behaviour can be indicators of the stress of being bullied. Typical signs include:

- Withdrawal
- Over sensitivity
- Aggression
- Loss of concentration and motivation
- Missing possessions
- Stealing
- Injuries
- Low self esteem
- Disturbed sleep
- Enuresis
- Starting to bully or pick on others
- Regression
- Depression

2.5 THE HARM DONE BY BULLYING

Bullying in its severest forms can have a devastating effect upon those who suffer it. It can make their lives a misery by making them feel vulnerable and lacking in confidence. As a result, it is likely that every aspect of their life will suffer. They may even become depressed and ill and in extreme circumstances some victims have taken their own lives. Bullying may be the trigger to other problems e.g. truancy, eating disorders etc.

The behaviour of bullies invariably ultimately makes them unpopular. They can however exert such pressures that onlookers or witnesses themselves may change their behaviour to avoid becoming a victim. Bullying has a detrimental effect in itself and can contaminate whole groups of people and communities.

3. PROCEDURES FOR PREVENTING BULLYING

- **Setting the right ethos** – give explicit and consistent messages that bullying is unacceptable. Seek agreement between staff and pupils as to

what constitutes bullying (this can be done in PSHE lessons/form

meetings/assemblies). Regularly review the routines of the Academy to identify factors that might allow or encourage bullying. Ensure positive role-modelling is used by all staff/pupils. All types of bullying should be reported to a member of SLT.

Where appropriate anti-bullying will be discussed within the curriculum. A buddy system is used when necessary within the Academy for pupil 's with specific anxiety issues and to help new arrivals at the Academy.

➤ **Cyberbullying** - All pupil electrical devices including mobile phones/tablets are handed in on entry to the Academy premises. This prevents pupils accessing social media, messaging apps and other forms of communication during Academy hours; thus helping to eliminate cyber-bullying onsite. The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site. The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

In instances where cyber-bullying has taken place offsite and has been reported to the Academy, the following procedure will be followed.

- The Designated Safeguarding Lead (DSL) will be informed.
- The DSL will investigate the incident, liaise with parents/carers and discuss the appropriate action to be taken. If the incident of cyber bullying is deemed serious enough then police may be notified.

➤ **Encouraging young people to report bullying by** - providing complaints procedures for all. Informing all pupils of the necessity to report bullying they have witnessed. Provide opportunities for pupils to communicate their concerns through a range of mediums and staff support.

➤ **Raising awareness** - keeping anti-bullying issues as high priority. Displaying anti-bullying posters and help line telephone numbers. Holding on-line e-Safety briefings with staff, pupils and parents. Discussing the outcomes of bullying with victims and bullies. Informing

parents and other carers of issues of bullying. Informing pupils of bullying policies at interview/admission.

- **Supporting those that are bullied by** - reassuring them that they are not to blame. Creating systems for the early identification of vulnerable children. Encouraging others in the school to support and 'befriend' victims of bullying. Discuss strategies for avoiding further bullying.
- **Involving bystanders** - develop a group ethos that disapproves of bullying. Ensure that all know that to ignore bullying is to condone or even encourage the problem
- **Dealing with problem times and places** - identify those times and places. Raise staff awareness of these; ensure high levels of supervision.
- **Change bullying behaviour by** - making bullies accountable for their action and aware of the consequences for their behaviour. Improve communication strategies in dealing with pupil conflict. Improve pupil understanding of strategies they can employ to manage their behaviour. Develop pupils' self-awareness and self-esteem. Ensure that pupils are purposefully occupied to prevent 'boredom' becoming an excuse for bullying behaviour.
- **Regularly review policies** - e.g. Code of Conduct, Professional Relations, ICT Acceptable Use, Behaviour policy.
- **Reviewing and developing procedures** - systems that check and analyse the level of bullying incidents. Clear follow up procedures to inform and monitor. Ensure that there is a support system in place for those who are bullied and victimised.

4. TACKLING BULLYING

4.1 KEY PRINCIPALS

- Search for solutions not problems
- Allocate responsibility not blame
- Look forward not backward
- Focus upon changing behaviours

- Examine relationship processes not incidents
- Resolve the problem not establish guilt

4.2 ACTION TO BE TAKEN

- Any incidence or allegation of bullying is to be treated seriously and promptly
- Incident to be reported to a member of SLT and recorded on Arbor by a member of staff which will notify our DSL. The investigation that followed and the outcome also to be recorded on Arbor

Incidents of bullying should be reported to

- DSL - Mrs Louise Hood
- Pastoral Lead - Miss Carly Clarke
- Headteacher - Mr Robert Newton
- Deputy Head - Miss Samantha Howarth
- SENCO - Miss Jane Thomas

- All staff should be aware of any pupils being bullied and who perpetrators are.
- The victims should be supported in strategies to manage the situation
- The bully should also receive support and guidance in strategies to manage their behaviour.
- In cases of online bullying, save the evidence by taking screen shots etc. Ask the perpetrator to take down offensive material. Failing that, report the material to the service provider directly.

5. COMPLAINTS

There may be times when it is felt that the Academy has not handled the situation to your satisfaction. In the first instance, please contact the Headteacher.

If you are still not satisfied you may contact the CEO – Miss Michelle Duval on mduval@theklt.com

Alternatively contact Ofsted at:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

The Cloughwood Way

Your Rights

To be treated with respect.
To be able to learn.
To be safe.

School Expectations

You will treat everybody with respect.
You will try your best in lessons.
You will demonstrate safe behaviour.
You will act with honesty and integrity.

Consequences for not meeting school expectations

Losing points.
Catching up on your class work during break time.
Catching up on your class work during Enrichment.
Catching up on your class work after school.
After school detention.

Rewards

(All money earned is added to your account)
Daily Enrichment—100 points to qualify
A Positive Phone Call Home
Termly Points Prizes - Top 10 = £20
10 Certificates in Praise Assembly = £5
Caught Being Good = £5
Outstanding Homework = £5
100% Attendance for the Term = £20
Weekly 100% Attendance Prize Draw = £20

The Points System

R - Respect for self, peers and adults
A - Achievement in lessons
T- Personal target
E - Effort in lessons
U- Uniform

Enrichment

You will need 100 points to qualify for the daily Enrichment Program.

What you can expect from the adults who work with you.

Adults will welcome you every lesson.
Adults will give their first attention to the best conduct.
Adults will create a nurturing and calm learning environment.
Adults will plan exciting and enjoyable lessons and activities.
Adults will award points at the end of each lesson.
Adults will apply rewards and consequences consistently.

School Routines

We walk around school.
We put our hands up for quiet.
We line up for lessons.
We put our hand up to ask or answer a question.
We take a mindful minute after break time and lunch.

"Be your best possible self"