

Vista Academy Littleport Behaviour Policy

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Behaviour Policy

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Document Control

New Version Number	Key changes from previous version	Date of ratification

Rationale

Excellent behaviour in school is vital to enable all students to realise their potential. Students, parents, teachers, and governors have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be always outstanding and our policy reflects the requirement for the highest standards so that all students can have the opportunity to do their best and all staff can work in a positive environment. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers, members of staff or other members of our community. We acknowledge that students who persistently exhibit challenging behaviour require support to help them improve and our policy allows for this.

Aims

1. To ensure students' behaviour will be outstanding, both in and outside of lessons; unsatisfactory behaviour will not be accepted at Vista Academy Littleport.
2. To demonstrate our commitment to 'zero tolerance' for behaviours including:
 - i peer on peer abuse; including Sexual Violence and harassment
 - ii abuse in intimate relationships between peers
 - iii bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - iv physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - v consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media
 - vi causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - vii upskirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
 - viii initiation/hazing type violence and rituals
3. To highlight the supportive and protective aspect of our 'zero-tolerance' approach. To make it clear to our Academy community that reporting incidents benefits everyone, including:
 - The victim(s): by stopping the problem and getting the help and support they need
 - Other people: by preventing it happening to someone else
 - The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life
4. To ensure the behaviour of students who persistently behave poorly will improve through the provision of intensive support

Unsatisfactory behaviour is subject to sanctions and is recorded on SIMS/EduLink so that parents are always aware of poor behaviour. Students who behave in an unsatisfactory way risk sanctions being implemented. These could include, but are not limited to, loss of social time, Academy community service, internal exclusion, an extended day and, in extreme circumstances, fixed term exclusion.

This Policy has been produced in line with the latest DfE guidance on [Behaviour in Schools; advice for Headteachers and School Staff](#) and [Guidance for Governing Bodies](#).

Positive behaviour

At Vista Academy Littleport we believe it is imperative to promote good behaviour by recognising and celebrating the success and achievements of our students. We are committed to ensuring students are proud to contribute towards our ethos. Our rewards system aims to inspire students to be consistently motivated to achieve positive outcomes, both academically and pastorally by ensuring they are recognised and praised for positive behaviours and achievements, including:

- Positive attitude to learning
- Independent learning
- Academic achievement
- Character development
- Exemplary attendance

Students who consistently demonstrate positive behaviours will be rewarded with positive points and whole-school recognition.

In addition to this, student achievements and efforts are recognised with verbal praise, phone calls or emails home, postcards home, half-termly rewards assemblies, whole form rewards, house-based non-uniform days, rewards trips and awards evenings.

Roles and Responsibilities

The Governing Board

- The governing board is responsible for monitoring behaviour and exclusion data for the whole school on at least a termly basis. It also holds the Head of School to account for the implementation of this policy.
- The Assistant Headteacher, Behaviour Manager and Heads of Year all have key roles to play in the monitoring of behaviour and implementation of this policy.

The Head of School and Assistant Headteacher

The Head of School and Assistant Headteacher are responsible for:

- Implementation of this policy in the school
- Monitoring school-level behaviour and exclusions and reporting it to governors
- Supporting staff with the behaviour of individual pupils
- Involving external agency involvement, where necessary

The Behaviour Manager

The Behaviour Manager is responsible for:

- Logging behaviour data from across the school and at an individual pupil level
- Reporting concerns about behaviour to the Head of School and Assistant Headteacher
- Works with the Assistant Headteacher and Heads of Year and pastoral manager to tackle poor behaviour through implementation of this policy
- Arranges calls and meetings with parents to discuss behaviour issues for Head of Year
- Advises the Head of School and Assistant Headteacher when to action next steps from the policy for individual students

Form Tutors and Class Teachers

Staff at Vista Academy Littleport invest time in building good relationships with students therefore establishing a positive working environment to enable students to make outstanding progress.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

School Admin and Office Staff

- School admin and office staff are expected to take calls from parents about behaviour issues or concerns and report it to the Head of Year and Assistant Headteacher

In class behaviour

Behaviour	Examples of Sanctions/actions
<p>Making life unpleasant:</p> <p>This could include name calling, racism, sexism, getting others to be unpleasant to someone else (including using technology to make life unpleasant), taking or moving someone's property, problems that are brought into the Academy from cyberbullying or other bullying out of the Academy.</p>	<p>First incident – Verbal warning, anti-social behaviour detention and community service for a period deemed appropriate.</p> <p>Second incident – Formal warning and letter sent to parents, anti-social behaviour detention and community service for a period deemed appropriate.</p> <p>Third incident – Parent meeting and PSP (See 10), Internal exclusion, extended period in isolation at break and lunchtime, after school behaviour support for a fixed period and community service for a period deemed appropriate.</p>
<p>Poor whole-school behaviour:</p> <p>Phone, MP3 player, headphones on display (unless needed for a learning activity); inappropriate use of 1:1 learning device; low level damage to property/the environment; chewing gum; eating in class (unless sanctioned by the teacher).</p>	<p>First incident - Behaviour detention</p> <p>Second incident - Further behaviour detention</p> <p>Third incident - Will usually mean a 1-day internal exclusion (see 7) unless another sanction is felt to be more appropriate.</p>
<p>Poor behaviour on the way to lessons:</p> <p>Running in the Academy building; shouting; pushing; other behaviour that causes a risk to the health and safety of others.</p>	<p>Behaviour detention.</p>
<p>Behaviour in lessons that disrupts the learning of others:</p> <p>Continuous poor attitude to learning; off task despite behaviour conversation; interrupting the teacher by continuing to call out/disrupt so that the learning of others is compromised; significantly disrupts the learning of another student or students by continuing to talk to them about things not related to the lesson or stops others learning in another way.</p>	<ol style="list-style-type: none"> 1) First incident - Behaviour conversation – in which the teacher clearly describes how the student can improve their behaviour 2) Second incident - Teacher issues a 'formal warning' stating the sanction and why it is being given. This results in a one hour after school behaviour detention. The teacher emails to behaviour@vista.tela.org.uk 3) Continued challenging behaviour causing disruption to the learning of others, following the teacher's behaviour interventions, a student will be sent to the Behaviour Hub until 4pm. Internal exclusion.

<p>Failure to meet expected standards</p>	<p>In the first instance, a detention may be issued if expectations are not met. Further sanctions may be issued if expected standards continue not to be met.</p> <p>This may include, but is not limited to:</p> <ul style="list-style-type: none"> • Homework not completed to the required standard • Uniform infringements • Mobile phone visible in the Academy
<p>Defiance:</p> <p>Not following instructions by a member of staff, swearing at a member of staff; fighting or other aggressive behaviour or serious unpleasantness to another student or students; bringing things onto site that are forbidden by the Academy rules; theft, serious damage to Academy property or another student's property; serious misuse of technology.</p>	<p>Defiance will not be tolerated. Possible sanctions include:</p> <ul style="list-style-type: none"> • A verbal warning • A letter or phone call to parents • Detention • Community service, for example litter picking • A period of internal exclusion (length dependent on incident) • Fixed-term (length dependent on incident) or permanent exclusion
<p>Punctuality</p>	<p>All students are expected to be punctual in their arrival to the Academy and lessons. If students arrive late, without a valid reason, a detention will be given.</p>
<p>Peer on peer abuse including:</p> <ul style="list-style-type: none"> i) Sexual Violence and harassment ii) abuse in intimate relationships between peers iii) bullying (including cyberbullying, prejudice-based and discriminatory bullying) iv) physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm v) consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media vi) causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party vii) up-skirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the 	<p>This is unacceptable and we do not tolerate this behaviour.</p> <p>It is very important that this behaviour is reported to a member of staff verbally or via email to worried@vista.tela.org.uk</p> <p>Calling out this behaviour benefits everyone, including:</p> <ul style="list-style-type: none"> • The student themselves: by stopping the problem and getting the help and support they need • Other people: by preventing it happening to someone else • Alleged perpetrator(s): by catching problematic behaviour early as it can help them avoid criminal offences later in life <p>The Academy will support and listen to everyone involved. Both the victim and the alleged perpetrator(s) will be offered support, so they can change their behaviour.</p> <p>The sanctions given will depend on the individual circumstances. Our response will be:</p>

<p>viii) intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, initiation/hazing type violence and rituals</p> <p>Recording Peer on Peer Abuse:</p> <p>Incidents of sexualised behaviour will be coded amber (see appendix A); for example cyber/virtual bullying with a sexual element or unwanted flirting, gesturing or making sexual remarks about someone’s body, clothing or appearance</p> <p>Incidents of serious sexualised behaviour will be coded red (see appendix A); for example an emerging pattern (one or more previous report) of telling sexually offensive jokes or physical contact with another’s intimate areas</p> <p>Reducing the risk of peer-on-peer abuse:</p> <ul style="list-style-type: none"> ○ PSHE – delivered during tutor time to all students, drop down days and specialist guest speakers or SLT ○ RESEARCH AND TRAINING – Lead DSL ensures that relevant and up to date research and training is share across all stakeholders ○ REPORTING – A number of platforms/staff are available to deal with any reports of abuse All reports are logged through the behaviour system and MyConcern. ○ RECORDING – once investigated, incidents are logged on SIMs behaviour log of perpetrator, My Concern for all and reported as part of the termly trust reporting process to the DCEO 	<ul style="list-style-type: none"> • Proportionate • Considered • Supportive • Decided on a case-by-case basis <p>Sanctions/ responses may include:</p> <ul style="list-style-type: none"> • Asking the student to apologise to anyone the comment was directed at • Support and educate the student to improve their behaviour through discussions, • Monitor their behaviour for any recurrence • Escalate the sanction if the pupil refuses to apologise in the first instance • A verbal warning • A letter or phone call to parents • Detention • Community service, for example litter picking • A period of internal exclusion (length dependent on incident) • Fixed-term (length dependent on incident) or permanent exclusion <p>The DSL/ DDSL will ensure that the victim’s wishes and voice is carefully considered when dealing with the incident.</p> <p>First incident – Student removed from situation and sent to isolation room (if during a lesson, they spend the rest of that lesson in isolation, if at break or lunchtime, they spend the rest of that break or lunchtime in isolation), behaviour detention.</p> <p>Second incident – Student removed from situation and sent to isolation, behaviour detention, one week of isolation at break and lunch time, after school behaviour support (see 9).</p> <p>Third incident – Internal exclusion, extended period in isolation at break and lunchtime, after school behaviour support for a fixed period.</p>
<p>Anti-social behaviour on the Academy site:</p>	<p>First incident – Verbal warning, anti-social behaviour detention and community service for a period deemed appropriate.</p> <p>Second incident – Formal warning and letter sent to parents, anti-social behaviour</p>

<p>Intimidating behaviour (unnecessary raised voices, swearing, nuisance, rowdy or inconsiderate behaviour); property damage (vandalism, graffiti); environmental damage (littering/dumping rubbish); or posing a threat to the safe environment.</p>	<p>detention and community service for a period deemed appropriate.</p> <p>Third incident – Parent meeting and PSP (See 10), Internal exclusion, extended period in isolation at break and lunchtime, after school behaviour support for a fixed period and community service for a period deemed appropriate.</p> <p>Subsequent incidents – Internal exclusion and after school behaviour support or fixed term exclusion and PSP and after school behaviour support or alternative provision (see 12) or permanent exclusion in extreme cases.</p>
<p>Failure to attend a detention or complete a sanction for no good reason (parent/carer note required on the day).</p>	<p>Behaviour detention and complete sanction.</p>
<p>Poor behaviour in a detention</p>	<p>Student is removed from the detention and must repeat it the following day. A further behaviour detention is set.</p>
<p>Smoking/vaping in Academy uniform on or off-site (smoking/vaping is not allowed by law on any school premises).</p>	<p>First incident – Smoking/vaping detention for 1 week at lunchtime, support with stopping smoking/vaping during after school (organised by Head of Year) for a fixed period</p> <p>Second incident – Internal exclusion, smoking/vaping detention for 1 week at lunchtime, support with stopping smoking/vaping</p> <p>Third incident – PSP (see 10), supervised break and lunchtime support, support with stopping smoking/vaping.</p>
<p>Truancy from class or the Academy site</p>	<p>First incident – Internal exclusion or catch up after school for a week.</p> <p>Subsequent incidents – Internal exclusion and catch up after school for a fixed period.</p>
<p>Refusal to go to the behaviour hub</p>	<p>Extended internal exclusion or fixed term exclusion (see 6) and PSP, after school behaviour support.</p>
<p>Student incorrectly dressed for no good reason (parent note required on the day, see 4).</p>	<p>Student sent to isolation room (see 6). Uniform detention issued.</p>

Student refuses to remove item of clothing that is not permitted.	Fixed term exclusion, PSP, after school behaviour support.
Very serious one-off incident/poor behaviour (including during a lesson): Any behaviour which poses a threat to the safe environment which is later reported to the Academy by the public or the police. The Academy's judgement is final.	Internal exclusion and after school behaviour support or fixed term exclusion and PSP and after school behaviour support or alternative provision (see 12) or managed move (see 11) or permanent exclusion in extreme cases.
3 behaviour detentions in a school year	Internal exclusion and, where appropriate restorative support put in place.
3 uniform detentions in a school year.	Internal exclusion.
3 internal exclusions in a school year.	PSP and after school behaviour support

The Academy will always inform parents if a student has been placed in detention after school.

This message will be sent via Edulink so it is visible to both parents and students. If parents/carers cannot be contacted, the detention will be rearranged for as soon as possible after the parents/carers have been contacted (usually the following day). All administration (including contacting parents/carers, setting and ensuring completion of detentions) for whole-school sanctions is completed by a member of the admin team. All whole-school sanctions happen in one place, usually the behaviour hub. Internal exclusions finish at 4pm.

Serious Incident Protocol

1. Statement taken from the alleged victim
2. Statement taken from the alleged perpetrator
3. The Academy will engage with appropriate external bodies/professionals
4. A face-to-face meeting with the victim's parents will be arranged, which will be minuted with agreed outcomes. This will be followed up in writing.
5. A face-to-face meeting with the perpetrator's parents will be arranged, which will be minuted with agreed outcomes. This will be followed up in writing.
6. Academy DSL will complete a serious incident report, which will be submitted to the DCEO within 24 hours of the incident. *
7. Supported action guided by DCEO and external bodies/professionals.

* Step 6, the serious incident report must be completed within 24 hours if the incident being reported and as a result may be completed prior to steps 3-5.

1. Issuing a 'Formal Warning'

A student should only be issued with a 'formal warning' if they are significantly disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning. Please go to the isolation room at the end of the day for a detention. If you continue to significantly disrupt the learning of others by (insert example), you will be sent immediately to the isolation room".

2. Sending a Student to the Isolation Room During a Lesson

Teacher contacts the isolation room to let staff know that a student will be arriving. If a student refuses to leave the lesson, the teacher sends another student to reception to inform a senior leader. A senior leader will remove the student. Once the student has arrived to the isolation room reception will be notified and the runners will be sent to collect work from the teacher for that students to complete.

3. No Debate on Poor Behaviour/Sanctions

Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and be dealt with by a senior leader. Teachers must report the problem to reception, reception will report the matter to a senior leader.

4. Levels of Poor Behaviour

At The Trust, the recording of poor behaviour begins at detention and goes up to alternative provision or permanent exclusion. On occasion a teacher may address a behaviour issue but this may not lead to a sanction and is therefore not recorded.

5. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

6. Dealing with Uniform Issues

All staff, please note, you are required to deal with uniform issues whenever you see them during the Academy day. If a student cannot wear the correct uniform for any reason, the parent/carer must provide their child with a note on the first day explaining the problem and the date by which their child will be back in correct uniform. We expect a student to be back in correct uniform within 2 or 3 days. During that time, students will borrow the correct uniform from the Academy to ensure that correct uniform is worn at all times.

If a student has a genuine reason for being incorrectly dressed but was unable to bring a note from the parent/carer, for example due to the parent/carer leaving the house early, the student will borrow correct uniform from the Academy and the student must bring in a parent's/carer's note for the tutor the next day to explain the non-compliance. Any student not in the correct uniform should report to isolation straight away in the morning to borrow Academy uniform for the day. If a student is wearing incorrect uniform and has no note from the parent/carer, the student will borrow uniform from the Academy and the student will be given a one-hour detention after Academy that day. A Bad News Report will be sent to the parent/carer.

Where a parent/carer is unable to rectify the uniform problem due to financial hardship, the Academy may be able to provide financial support. A student who wears incorrect uniform three times without good reason, will spend a day in the isolation room and Bad News Report will be sent to the parent/carer.

Refusal to wear the correct uniform, including refusal to wear clean clothing lent by the Academy, will be treated as defiance and this is likely to result in a fixed term exclusion from the Academy. Students with extreme hairstyles may be required to spend an extended period of time in the isolation room until the problem is resolved.

7. What Happens in the Behaviour Hub

Students in the isolation room during the normal school day complete work in subjects whose lessons they are missing as a result of their poor behaviour. Heads of Faculty and Subject are responsible for ensuring that appropriate and up-to-date work is available in the isolation room at all times. Students completing a whole-school detention in the isolation room will complete schoolwork.

8. Authorising Internal and Fixed Term Exclusion

An internal exclusion takes place in the isolation room.

A fixed term exclusion involves the student being excluded from the Academy premises for a set period, for example a day.

Only the Head of School can authorise internal exclusion or fixed term exclusion for a serious incident of poor behaviour. The exception to this is when a teacher sends a student to the isolation room during a lesson, and in these cases a senior leader will confirm whether the student is to remain in internal exclusion for 6 lessons. A student will not be sent back to a lesson from which they were sent to the isolation room from.

When a pupil is suspended or excluded, parents will be notified "without delay". This extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker.

When a pupil is suspended or excluded, the local authority will be notified – regardless of the length of suspension.

Fixed Term Exclusions/Suspensions of pupils is conducted in line with the DfE's [latest guidance on suspension and permanent exclusion guidance](#).

9. After-School Behaviour Support for Students Whose Behaviour is Persistently Poor

Students who are having difficulties improving their behaviour will be given additional support after-school. This will be staffed by a member of the support team. Support given will be personalised to the student, but may include some or all of the following:

- o regular contact with parents/carers;
- o a restorative approach;
- o outside speakers; an inspirational experience;
- o a focus on positive aspects of a student's behaviour;
- o students mentoring other students whose behaviour is persistently poor.

A student may be referred to after-school support by a Head of Year or member of the senior leadership team.

10. PSP – Evidence, Reviews, Outcomes

A PSP is a Pastoral Support Programme which lasts for a minimum of 6 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and the Head of Year reviewing these with the student at the end of the Academy day. A student on a PSP is in danger of being placed in the Academy's respite provision or of permanent exclusion. They will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to the Academy.

- o Clear targets will be set for the PSP.
- o PSPs will be formally reviewed at 2-week intervals by the Head of Year. Parents/carers will be invited to the review meetings. The Head of Year may decide after a review to suspend the PSP if targets are being met. Evidence for the PSP will be gathered on weekly PSP cards which the student is responsible for maintaining and bringing to the Academy every day. Each lesson will be commented on by the teacher and the student meets the Head of Year each day to review.
- o If there is some poor behaviour recorded on the card, an emergency review of the PSP may take place. The Academy will decide on whether this should happen. The likely outcome of an emergency review is that the student will spend time in the Academy's respite provision. The Academy will decide how long this period will be.
- o A student who succeeds on PSP, but then qualifies for a second one through poor behaviour will instead be placed straight into the Academy's respite provision. The Academy will decide how long this period of respite provision will be.

11. Managed Move

A managed move is an agreement between schools, parents/carers and a student, for that student to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to alternative provision or in some cases permanent exclusion.

A managed move is strictly time-limited to 15 weeks. While on the managed move, the student will access mainstream education and their progress will be regularly reviewed.

There are a number of reasons why a managed move will take place which are discussed with families on an individual basis. If a student is unsuccessful on their managed move, and where appropriate, then a programme of alternative provision will be put in place for the students moving forwards.

12. Alternative Provision

Alternative provision is for a student whose poor behaviour has put her/him in a position where they cannot continue in normal lessons. Instead, for a period to be determined by the Academy, the student will be educated outside of normal lessons. The aim is for the student to be re-integrated to the mainstream curriculum, for this to happen, the student has to demonstrate good behaviour/attitude to learning over an extended period of time.

- o The AP Manager will negotiate with the student and parent on specific arrangements for alternative provision.
- o The amount of time spent on alternative provision will be determined by the Academy.
- o This period of time may be influenced by the student's behaviour and engagement with the alternative provision.
- o The most likely outcome for a student who does not respond well to alternative provision is permanent exclusion from the Academy.

13. Additional Guidance

- o Phones, MP3 players, headphones or other equipment will be confiscated until the end of the day if a student is in breach of the policy. These can be collected from reception at the end of the day. Parents/carers will have to collect items if the Academy has to confiscate them for a second time and on subsequent occasions in a school year.
- o The Academy reserves the right to withhold the privilege of any student to take part in organised extra-curricular activities (including sport, music, drama, trips, Year 11 prom) if behaviour has been poor.
- o Students will complete schoolwork or environmental work when in detention.
- o Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy.
- o Students are expected to bring the correct equipment to the Academy. Details of the equipment list can be found on the Academy website (entitled 'equipment list'). Where a student does not have the correct equipment, a teacher will provide it for that lesson, if possible. Students who regularly come to the Academy without the correct equipment will be supported by their tutor and/or Head of Year.
- o Further detail on misuse of technology can be found in the Acceptable Use Policy.

Bullying

Bullying is defined as the persistent, intentional attempts to hurt or humiliate one person or group by another person or group, where the relationship involves an imbalance of power. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group. Bullying can be carried out physically, verbally, emotionally, sexually or through the use of technologies.

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through email, texting, social networking sites, messaging apps or gaming sites

Prejudice - On the grounds of different interests (or difference/inferior economic status) i.e. students can be bullied for being interested in things considered 'uncool' by a group or 'in-crowd', including prejudice against students with SEND.

Bullying in any form is unacceptable. It can occur in any school institution, even the most caring, and is always unacceptable and will be dealt with. The school is strongly committed to ensuring that bullying does not take place. Where issues of bullying take place out of school and the school is made aware of this, and then it may be necessary to act on that information to ensure the positive welfare of students in school. It may be that parents/carers (or other agencies such as the police) are contacted to pass on information that has been given to the school. It may also on occasion be necessary to take some actions in school to ensure good conduct of students at school.

The school e-safety policy also sets out how students can keep safe when on-line or using electronic media, and how the school may respond in instances involving inappropriate use of such media.

Action for students

It is important to remember that it is not your fault. You should not feel ashamed about being bullied. You must tell someone. Either:

- o tell your parents/carers;
- o tell your Form Tutor, Head of Year or a member of staff;

- o report it online using the email address worried@vista.tela.org.uk

Be reassured that your problem will be dealt with quickly and sensitively. When someone is being bullied or in distress, take action. Don't be a bystander: watching and doing nothing can suggest support for the bully.

Information for parents/carers

If you are concerned that your child is being bullied, these are some of the signs to look out for:

- o going home with damaged or missing clothes;
- o having unexplained scratches or bruises;
- o having trouble with schoolwork for no apparent reason;
- o different sleep patterns – not being able to sleep, not being able to get up in the mornings;
- o not wanting to go to school;
- o sudden change in normal behaviour;
- o being irritable or easily upset;
- o bed wetting; or
- o asking for more money.

Action for parents/carers

- o Encourage your child to talk to you and tell you what has been happening. Tell them that it is not their fault and that it is important to tell someone to get it stopped
- o Contact your child's Form Tutor, Head of Year, or teacher giving as much information as possible regarding what has been happening.
- o Phone or e-mail the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Staff reporting and recording of bullying

- o All information to be passed directly to Head of Year or a member of the Safeguarding team. This includes incidents which occur when students are coming to and from the Academy.
- o Incidents of bullying are recorded and monitored using SIMS and MyConcern. Monitoring of these records will be carried out on a regular basis.
- o A whole review of the anti-bullying policy will take place at least every 3 years, to identify strengths and weaknesses.
- o The Designated Safeguarding Lead may inform a student's class teachers of the situation so that they can monitor the behaviour of those involved during their lesson.

How Issues of Bullying may be Followed-Up

If bullying is found to occur it must always be dealt with. When staff are aware of this they must always follow it up, either directly or through referral to a line manager. It is usually the case that issues of bullying or potential bullying would be highlighted to the relevant Head of Year or senior manager. Where verbal and/or physical bullying occurs, the sanctions would be in line with the behaviour policy. Appropriate sanctions will be used for any other forms of bullying. All bullying incidents will be logged on MyConcern or Edulink.

The aims must always be:

- o to stop the bullying;

- o to support the victim;
- o to change the behaviour of the person bullying;
- o to bring some form of reconciliation between the offender and victim.

Action to be Taken when Bullying is Suspected

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, we support the victims in the following way:

- o by offering them an immediate opportunity to talk about the experience with the students and an appropriate member of staff;
- o informing the victims' parents;
- o by offering continuing support when they feel they need it;
- o by taking steps described below to prevent more bullying.

We also discipline, yet try to help the person bullying in the following ways:

- o by talking about what happened, to discover why they became involved;
- o informing the parents of the offending behaviour;
- o by continuing to work with the offending student in order to correct their bullying activities and attitudes;
- o by taking disciplinary steps described below to prevent more bullying;
- o by working with students to achieve restorative justice.

Disciplinary Steps for a Student Involved in Bullying

- o They will be warned officially to stop offending and appropriate sanctions will be given, depending on the individual circumstances.
- o The parents of the offending student will be informed.
- o If they do not stop bullying they may be isolated within school during break and lunchtime or excluded for a fixed period.
- o If they then carry on they will be recommended for a longer fixed period of exclusion.
- o As with any persistent poor behaviour, an escalating scale of support and sanctions will be used such as a managed move, alternative provision or in very serious cases permanent exclusion.

Issues involving bullying will be logged, and these logs will be reviewed to check for patterns and trends.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the

allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Confiscation

Any prohibited items (listed in Annex B) found in pupils' possession will be confiscated. These items will not be returned to pupils. See Appendix B; Vista Student Search Protocol.

We will also confiscate any item which is harmful or detrimental to the Academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [latest guidance on searching, screening and confiscation](#).

Pupil support

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Academy's special educational needs co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff Training

Our staff are trained in behaviour management procedures at the start of the year and as part of the staff induction process.

Behaviour management will also form part of continuing professional development.

We work hard as an Academy to support students to succeed and may use the following strategies

- o Head of Year or SLT support
- o Pastoral Support Plan (PSP)
- o Managed Move

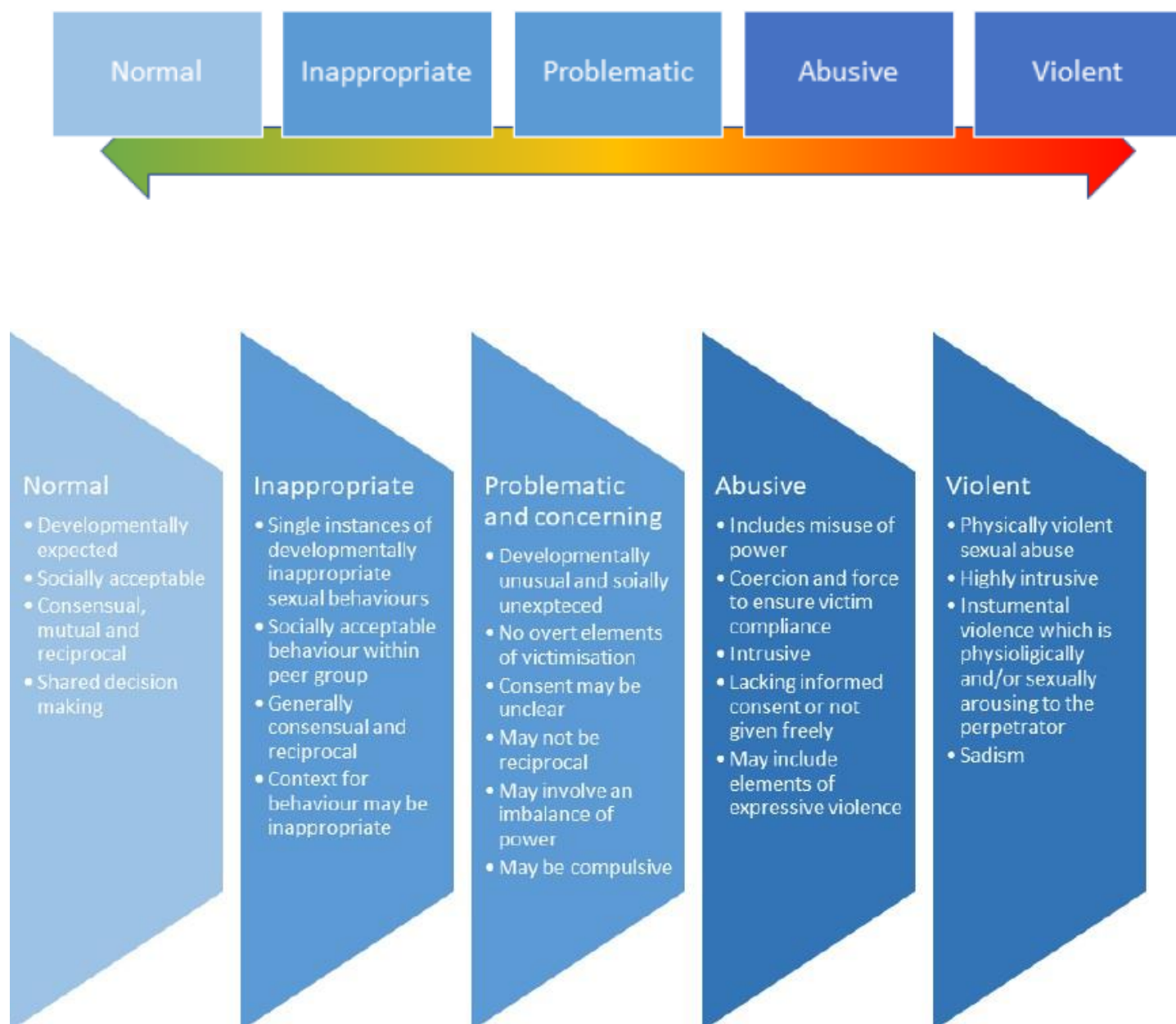
- o The Academy believes a restorative approach is often highly effective in preventing further challenging behaviour. Students will take part in restorative conversations with those involved (students, staff, or other adults) under the supervision and support of a member of staff.

Behaviour	Behaviour Sanction (All Bad News Reports are issued by a member of the admin team once appropriate information has been received from the member of staff dealing with the incident)
The teacher addresses a minor behaviour issue but no sanction is needed.	Nothing recorded.
Any incidents of poor Academy behaviour Or A formal warning being issued for a second incidence of poor behaviour in lesson.	Behaviour detention.
Any incidents of persistent poor behaviour (see above for the full breakdown).	Internal exclusion which in persistent cases may then lead to PSP, then alternative provision and then permanent exclusion.

Appendix A - Harassing behaviour of a sexual nature – Assessment Tool

Sexualised behaviour should be seen as a continuum, ranging from 'normal' to 'inappropriate' and 'abusive' (Hackett, 2010).

Using the information you've gathered, consider where the child or young person's behaviour sits on the continuum:



Appendix B – Search Protocol

This guidance has been constructed in consultation with advice from the Department for Education as outlined in the document “Search, screening and confiscation” (January 2018). Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. This means that students have the right to expect a reasonable level of personal privacy if a search is conducted.

Vista Academy Littleport staff will adhere to the guidance within the document, which is summarised below.

The Academy is not required to inform parents before a search takes place or to seek their consent to search their child. Authorised Academy staff can search students for any item, banned or not, if the student consents to the search.

Headteachers and authorised staff have the power to search students and their belongings for banned items (knives & weapons, alcohol, illegal drugs, stolen items, tobacco & cigarette papers, fireworks, pornographic images or any other item that could be used to commit an offence, cause injury to a person or damage to property) without the student’s consent where there is reasonable grounds for suspecting that they have a banned item with the following conditions:

- Only authorised staff will carry out searches of students and their belongings namely, members of the Senior Leadership Team, Heads of Year or members of the safeguarding team. All searches will have at least one member of the Senior Leadership Team present to either conduct the search or bear witness to it.
- A search will be carried out by a member of staff the same sex as the student and with another staff member as witness. This will be out of sight of other students. In extremis, a search may be carried out by a staff member of the opposite sex and/or without a witness present but only where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.
- Students can be asked to remove outer layers of clothing. This includes the coat, hoodie, jumper, cardigan, hat, and shoes. Under no circumstances should a student be asked to remove the shirt, trousers or skirt
- Students can be asked to empty their trouser pockets but staff will not do this
- Staff can ask students to empty their bags or coat pockets, alternatively staff can do this themselves
- A search will be carried out in the presence of the student unless there is significant risk that serious harm would be caused if the search is not conducted immediately without the student
- If a banned item is found, it must be confiscated and not returned to the student. It must be secured in an envelope/bag with a contents list signed and dated by the member of staff and the student to acknowledge what was taken. This must then be passed to Nick Harrison.
- Academy staff can confiscate any item they consider to be harmful or detrimental to the Academy discipline.

If any search is conducted, the following form must be completed and submitted to Nick Harrison on the same day that the search took place. A record of the search must be logged on My Concern and a copy of the completed document scanned and uploaded. Following a search being conducted, Academy staff will notify parents. If any banned items are found this will be dealt with as outlined in our Behaviour Policy.



Student

Name		Year		House	
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Date		Staff		Location	
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Nature of concern	
Item(s) found	
Item(s) confiscated, sealed in an envelope and passed to DSL	

Staff*	1)	Witness*		Student	
	2)				

* At least one of which must be a member of the Senior Leadership Team

Appendix C; Behaviour quick reference summary

Quick guide behaviour policy

Teachers log on EduLink

Behaviour	What do I do?	Sanction
<ul style="list-style-type: none"> Headphone/Phone on display No homework No exercise book (equipment) 	<ul style="list-style-type: none"> Log via Edulink with a status of 'Logged' Explain behaviour/sanction to student 	Logged for parents/carers to see
<ul style="list-style-type: none"> No PE Kit 		PE dept log and then request: @2 no kit = Breaktime detention @3 no kit = After school detention
<ul style="list-style-type: none"> Uniform/Jewellery 		@3 uniform lead contacts home and sets detention

In the classroom

Behaviour	What do I do?	Sanction
Student is not focussed on learning or disrupting the learning of others	Informal Warning <ul style="list-style-type: none"> Behaviour conversation 	No sanction
Student carries on with not focussing on learning	Formal warning <ul style="list-style-type: none"> Explain unacceptable behaviours Email behaviour@ with info of both warnings 	Detention (1 behaviour point)
Student is still not focussed on learning	Lesson removal (on-call) <ul style="list-style-type: none"> Press the sims on-call button SLT collect & escort student to behaviour hub Email behaviour@ giving details including reasons for both warnings 	Internal exclusion (3 behaviour points)

In School – Failing to follow school expectations

Behaviour	What do I do?	Sanction
<ul style="list-style-type: none"> Chewing gum Running in the school building Pushing in the queue Throwing food/packaging or littering Inappropriate language (indirectly) Failing to act on 'phone away' or 'headphones away' 	Explain behaviour/sanction to the student Email behaviour@ with details	Detention
<ul style="list-style-type: none"> Leaving a lesson without permission 	Explain behaviour/sanction to the student	Detention (1 behaviour point)
<ul style="list-style-type: none"> Truancy 	Email behaviour@ ASAP with details	Internal exclusion (3 behaviour points)
<ul style="list-style-type: none"> Lateness to lesson 	Mark L in the register	Break time detention

In School – behaviours likely to cause harassment, alarm or distress to anyone (1 behaviour point)

Behaviour	What do I do?	Sanction
<ul style="list-style-type: none"> Defiance 	Send to behaviour hub or On-call	Detention (1 behaviour point)
<ul style="list-style-type: none"> Smoking/Vaping 	Email behaviour@ with details	Detention (1 behaviour point)
<ul style="list-style-type: none"> Homophobia, Transphobia, Racism, Disability, Anti-Semitism, Religious belief. 	<ul style="list-style-type: none"> Email behaviour@ with details Assistant Head reviews incident/statements Diversity lead phones home & arranges intervention Once complete behaviour manager logs incident 	Tutor time diversity lead intervention Detention (1 behaviour Point)

In School - behaviours likely to cause harassment, alarm or distress to anyone (3/9 behaviour points)

Behaviour	What do I do?	Sanction
<ul style="list-style-type: none"> Intimidating behaviour Unnecessary raised voices, rudeness, swearing, nuisance, rowdy or inconsiderate behaviour Property damage Posing a threat to the safe environment. Child on child abuse (including physical, harassment and bullying) 	Send to behaviour hub or On-call Email behaviour@ ASAP with details	Internal exclusion (3 behaviour points) & parent meeting Or Suspension & PSP (9 behaviour points)
Refusal to go to the behaviour hub	Contact the Assistant Head or Head of School	Suspension & PSP (9 behaviour points)