BELLE VUE GIRLS' ACADEMY

Pupil Behaviour & Welfare Policy

Reviewed by	Approved by	Date of Approval	Next Review Date
JPA	SPC	October 2023	September 2024

Contents

Section 1 – Overview

1.1 Policy Statement

This policy should be read in conjunction with other academy and trust guidance, for example the Safeguarding, E-Safety, and Attendance policies.

At Belle Vue Girls' we are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens. We are driven by ambition, aspiration, and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We aim to create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We expect that each member of our community will care for others and will challenge attitudes and behaviours which are not in keeping with these values. We are keen to work in partnership with parents and carers to maintain the high standards of pupil behaviour and welfare.

1.2 Policy Aims & Principles

This policy aims to:

- Provide a **consistent approach** to behaviour management and pupil welfare support

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave** and the **attitudes and characteristics** that we expect them to develop

- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management and pupil welfare

- Outline our system of **rewards and sanctions**

- Centralise sanctions and **remove unnecessary workload** for teachers, pastoral and administrative staff.

The policy is underpinned by the following principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination and diversity is valued and celebrated

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the academy and pupils' home life

- The exclusions policy explains that suspensions & exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions

1.3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice and the Children and Families Act 2014

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- BDAT MAT Behaviour Statement & Expectations

1.4. Links with Other Policies

This Pupil Behaviour & Welfare Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- E-Safety Policy
- Attendance Policy
- SEND Policy (including Medication of Pupils in School)
- Relationships & Sex Education Policy

1.5. Monitoring Arrangements

This behaviour & welfare policy will be reviewed by the Headteacher and governing body every two years. At each review, the policy will be approved by the Headteacher.

1.6 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff in key roles such as Safeguarding and Mental Health will undergo termly supervision and always work within agreed policy frameworks.

1.7 Roles and Responsibilities

The roles and responsibilities of all academy stakeholders in relation to this Pupil Behaviour and Welfare Policy are set out below.

1.7.1 The Governing Body

The governing body is responsible for monitoring this Behaviour & Welfare policy's effectiveness and holding the Headteacher to account for its implementation.

1.7.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour & Welfare policy.

The Headteacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

1.7.3 Staff

Staff are responsible for:

- Implementing the Pupil Behaviour & Welfare policy consistently

- Modelling positive behaviour

- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils

- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents (on ClassCharts using the appropriate codes, as an email to the Pastoral Manager detailing any serious incidents, and as tutors logging the 3/5xcodes on Class Charts during tutor admin day)

- The senior leadership team will support staff in responding to serious behaviour incidents.

1.7.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, and reinforce the policy at home as appropriate

- Inform the academy of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher/tutor/pastoral manager promptly

- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

1.8 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitudes shown towards learning or towards others, including that exhibited online.

- Not wearing correct uniform (See appendix 2)

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules (accumulation of behaviour codes)

- Any form of bullying, including cyber-bullying

- Child-on-child abuse

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (including e-cigarettes)
- Racist, sexist, homophobic or discriminatory behaviour
- Serious breach of the E-Safety and Acceptable use of ICT Policy
- Possession of any prohibited items. These are:
  - weapons, eg knives
  - alcohol
  - energy drinks
  - illegal drugs
  - stolen goods
  - tobacco products, eg cigarettes or e-cigarettes
  - any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury
  - pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity.
  - fireworks
  - anything that has been, or is likely to be, used to cause injury or commit an offence

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated, often over a period of time, and difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic, Biphobic or Transphobic (HBT)	A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For detailed information on **child-on-child abuse**, please refer to the academy's safeguarding and child protection policy.

Mental Health problems or disorders are defined as children experiencing a range of emotional and behavioural problems that are outside the normal range for their age.

Mental Health Problem	Definition
emotional disorders	for example phobias, anxiety states and depression
conduct disorders	for example stealing, defiance, fire-setting, aggression and anti-social behaviour
hyperkinetic disorders	for example disturbance of activity and attention
developmental disorders	for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
attachment disorders,	for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
Trauma disorders,	such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect
other mental health problems	including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder

Section 2 – Behaviour Expectations & Procedures

2.1 Code of Conduct

Pupils come to school to learn. They have the right to work in a calm, healthy and clean environment, enjoy a friendly, pleasant atmosphere where they never feel threatened so that they can all concentrate and learn without distractions. Pupils have the right to be regarded as responsible, worthwhile members of the Belle Vue Girls' community.

To help ensure these rights are realised, the following rinciples contained in our Code of Conduct must be adhered to. The expectations also cover online behaviour where relevant.

Pupils are expected to:

- Strive to have excellent attendance and be punctual and well equipped so that the lesson can start on time and run smoothly.

- Co-operate with teachers, listen and follow instructions so that the learning of the whole class is not affected.

- Be well organised with homework recorded, completed and handed in on time so that learning can continue without time being lost.

- Work hard to complete all tasks to a high standard.

- Move around the academy in a calm, quiet and considerate manner, treating the academy buildings and property with respect

- Be polite and show respect to fellow pupils.

- Always wear the correct uniform (see appendix 2)

- Know and then follow, without question, the procedures laid down in the event of a fire or other emergency.
- Uphold the good name of the academy as we move around in our local community.
- Accept sanctions when given.
- Report any concerns to the Pastoral Manager in a timely fashion.

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture to help support the evaluation, improvement, and implementation of the behaviour policy.

2.2 Positive Attitudes & the Behaviour Curriculum

As well as conducting themselves in an orderly fashion, students are taught about and expected to demonstrate outstanding attitudes, and develop as **confident learners**, **confident communicators** and **confident future citizens**. They do this by **aiming high**, developing **creative thinking**, **independence**, and **teamwork** skills. They are also encouraged to show **compassion**, **respect**, **responsibility**, and **resilience**. These attitudes are taught and nurtured throughout academy's academic and personal development curriculum. Student's attitudes will be graded by their teachers twice a year and this will be reported to parents. We will use the following character framework to assess students:

Confident learners demonstrate the following competencies.	Confident communicators demonstrate the following competencies.	Confident future citizens demonstrate the following competencies.
They aim high by: • exploring ideas in more detail and by always wanting to know more.	They aim high by: • showing self-confidence, liveliness, flair, and evaluating ideas.	They aim high by: • showing leadership skills, aspiration and ambition.
They show creative thinking by: • being inquisitive, innovative and imaginative.	They show creative thinking by: • exploring new ideas and having different points of view.	They show creative thinking by: • problem-solving and making links and connections with the wider world.
They show independence by: • taking ownership of their learning and applying it in the classroom and beyond.	They show independence by: • participating, having a voice and expressing their opinions in the classroom and beyond.	They show independence by: • actively seeking out new challenges and trying new things.
They show teamwork by: • working together and supporting the learning of others.	They show teamwork by: • sharing ideas, listening to, and appreciating the views of others.	They show teamwork by: • being inclusive and respecting others regardless of their background.

Confident learners, confident communicators and confident future citizens demonstrate the following attributes:

- They show compassion by creating an environment where everyone is welcome, supported, and confident about being themselves.
- They show respect by being open-minded and treating others as they would wish to be treated.
- They show responsibility through self-discipline and by being well-organised, polite, and well-behaved.
- They show resilience by being persistent and determined and keeping going when faced with challenges.

2.3. Rewards and Sanctions

In relation to the Code of Conduct and Attitudes Criteria, and the Belle Vue Girls' Academy Characteristics, pupils who behave well and bring credit to themselves, their families and the academy will be **recognised** and rewarded. Those who break the code of conduct will be **sanctioned** appropriately.

The Belle Vue Girls' Academy Characteristics are:

- Aiming High
- Independence
- Teamwork
- Creativity

Positive behaviour and attitude to learning will be recognised with:

- Regular praise
- Recognition of exceptional work and demonstration of the BVGA Characteristics through the use of reward points on ClassCharts.
- Award assemblies and celebratory events
- Presentation of certificates and vouchers linked to the reward points system and demonstration of the Belle Vue Girls' Academy Characteristics
- Letters, phone calls or postcards home to parents
- Special responsibilities/ privileges such as some student leadership roles
- Recognition via the academy and faculty Twitter accounts
- Display of student work in classrooms and corridors
- Invitations to attend extra-curricular activities

Misbehaviour will be sanctioned with:

- Recording behaviour 'codes' on ClassCharts for misbehaviour as follows:
    - R code – issued to pupils who are not 'ready to learn', due to either being late to lessons or lacking required equipment/uniform.
    - B code – issued to pupils who to not follow to code of conduct and attitude to learning criteria in class (after first receiving a verbal warning) or around the school.
- A verbal reprimand
- School detentions (break / lunch or after school/ weekend as directed). Parents should be **informed** of after detentions, but parental **consent is not required**.
- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- The use of senior leadership behaviour contracts for persistent misbehaviour.

Serious Misbehaviour will be sanctioned with:

- A period of isolation. Pupils are expected to complete the same work as they would in class whilst in isolation rooms where appropriate. Pupils who do not attend a given detention are also sent to the isolation room.
- Direct placement onto senior leadership behaviour contracts
- A period of isolation in another school, arranged through the Central Bradford Behaviour and Attendance Collaborative (BAC)
- Behaviour panel meeting (parents, pupils, senior/middle leadership representative)
- A period of suspension
- A period of directed off-site learning (alternative provision)
- Permanent exclusion

Any imposed **sanctions will be purposeful,** usually for one or more of the following reasons:

- **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

2.4 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy

2.5 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 'Behaviour for Learning' poster in their classrooms
- Maintain an up to date seating plan on 'Class Charts'.
- Develop a positive relationship with pupils, which include:
    - Greeting pupils at the door in the at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways
    - Highlighting and promoting good behaviour, referencing the BVGA characteristics
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Recognising exceptional behaviour and achievements.

Where misbehaviour occurs, they will:

- Issue a verbal warning, and place the pupil's lanyard on the teacher's desk
- If misbehaviour continues, issue a B code (recorded on ClassCharts)
- If misbehaviour continues further, issue a second B code (recorded on ClassCharts) and remove the pupil from the classroom as per faculty processes, and email to Pastoral Manager to let them know.
- Record E codes on ClassCharts as necessary.

2.6 Off-Site Behaviour

Appropriate sanctions may be applied where a pupil has misbehaved off-site when representing the academy, such as on a school trip or on the bus on the way to or from the academy. Inappropriate behaviour

online whilst off school site, such as cyber bullying or the sharing inappropriate content, may also result in sanctions imposed by the academy and/or the police.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

2.7 Pupil Support

Initial intervention following behavioural incidents

We will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities

Examples of interventions include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term SLT behaviour contracts or longer-term behaviour based pupil support plans;
- pastoral team work and engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Persistent behaviour incidents

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.

Pupils whose behaviour is persistently challenging will be referred via CPOMS to the weekly 'pastoral matrix' meeting where key professionals in the academy will discuss a plan of support. 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.

See also *section 2.3* – serious misbehaviour.

2.8 Physical Restraint

The following guidance is taken from DfE (2013) 'Use of reasonable force'. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- hurting themselves or others

- damaging property

- causing disorder

Incidents of physical restraint must:

- **Always be used as a last resort**

- 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

- Never be used as a form of punishment

- Be recorded and reported to parents

Where there is evidence that a pupil may need regular restraint, this should be detailed on a risk assessment and key staff members should be appropriately trained to manage the pupil effectively. After any incident where staff were required to positively handle a child, a **reporting form must be completed** and submitted to the DSL (found on page 12 of the BDAT MAT Behaviour Statement)

2.9 Searches and Confiscation

Any prohibited items found in pupils' possession will be confiscated**.** These items will not be returned to pupils. The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives

- alcohol

- energy drinks

- illegal drugs

- stolen goods

- tobacco products, eg cigarettes or e-cigarettes

- any article that the member of staff reasonably suspects has been, or is likely to be used:

  • to commit an offence, or

  • to cause personal injury

- pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity.

- fireworks

- anything that has been, or is likely to be, used to cause injury or commit an offence

The Designated Safeguarding Lead will be informed of any searching incidents where the member of staff conducting the search has reasonable grounds to suspect a pupil is in possession of a prohibited item listed above.

We will also confiscate any item which is harmful or detrimental to academy discipline. (This included mobile phones and other electronic devices). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. If these items are confiscated for a second time, only parents/carers may collect them.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

2.10. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

BVGA aims to build the confidence of all students, and as such, will make necessary adjustments to the behaviour policy to ensure it does not discriminate against students with additional needs (as per the requirements set out in the Equality Act 2010), whilst also maintaining high expectations of behaviour and

conduct. The whole school approach to behaviour by way of developing student confidence, ensures that all students experience a sense of belonging.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often be considered in relation to a pupil's SEND. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

When managing the behaviour expectations of students with SEND, the school considers the following:

- our duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

- under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND;

- if a pupil has an Education, Health and Care plan, the provisions set out in that plan are secured and the we co-operate with the local authority and other bodies at all times.

As part of meeting the duties set out above, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;

- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;

- training for staff in understanding conditions such as autism.

Preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

2.11 Pupil Transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

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Section 3 - Anti-Bullying Strategy

Details of our academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy below. For detailed information on child-on-child abuse, please refer to the academy's safeguarding and child protection policy.

3.1 Statement of Intent

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed, safe and secure atmosphere. As an academy we take bullying seriously. Pupils and families should be assured that they will be supported when bullying is reported. Bullying of any kind is unacceptable at our academy.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, confidentially, and effectively.

3.2 Signs and Symptoms of Bullying

A pupil may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- shows signs of self-harming / attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in school work
- comes home with clothes torn or dirty or books damaged
- has possessions go "missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses
- starts taking own belongings to school to give to others

The above list is not exhaustive. Families who are worried or concerned about bullying issues must contact their child's Tutor or Pastoral Manager.

3.3 Academy Procedures

- Anyone who feels they are being bullied, including incidents of Cyber-Bullying, must report it immediately to their Form Tutor or Pastoral Manager.

- Pupils or staff who *witness* any bullying behaviour must also report it.

- A family member who becomes aware of bullying concerns must inform the child's Pastoral Manager.

1. Incidents will be recorded and recorded on CPOMS under the 'Bullying Log' category, including the 'type' of bullying (i.e. Cyber, HBT, Physical, Verbal, Racist, Sexist, Social Exclusion) by the Pastoral Manager in the first instance. All forms of Bullying incidents will be reported to the governing body at regular intervals by the Deputy Headteacher (Behaviour, Attitudes & Personal Development).

2. The bullying behaviour or threats of bullying will be fully investigated. Written statements must be taken, attributed, and dated and added to the CPOMS record. The report should include the names of those involved, where and when the incident(s) took place, what happened and what was said, and what actions have been taken as a result.

3. If necessary and appropriate, the safer school's police officer may be consulted.

4. Families of the victim and the bully/bullies will be informed and may be asked to come into a meeting to discuss the problem.

5. The bullying must be stopped as quickly as possible by implementing a range of outcomes (see below).

6. Records of action must be retained in the victim's and perpetrator's CPOMS record.

7. An attempt will be made to help the bully/bullies change their behaviour through counselling, group work and sanctions which could include detention, internal exclusion or external exclusion for persistent and severe offenders.

8. The Designated Safeguarding Lead and Pastoral Team Leader will review all reported incidents of bullying on a termly basis to look for patterns and evaluate the effectiveness of actions taken.

3.4 Outcomes

1. Action will be taken against the bully/bullies. This may include:

   - Verbal warnings
   - Involvement of families
   - Being asked to apologise and agree not to repeat their behaviour or similar behaviour
   - A range of other actions including:
     - Counselling
     - Peer mediation or pupil council intervention
     - Teacher mediation
     - Family mediation
     - Input from external agencies e.g. Safer Schools Police Officer
     - completion of a behaviour contract
     - detentions
     - restorative justice
     - internal exclusion
     - external exclusion or managed move for persistent offences
     - any other appropriate sanction

2. If possible, the pupils will be reconciled

3. Families will be informed of outcomes and agreement reached that the academy has dealt with the situation successfully

4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

3.5 Prevention

We will regularly work with staff and pupils to develop anti-bullying strategies using a range of methods to help our pupils prevent bullying. As and when appropriate, these may include:

- Taking opportunities in the curriculum to raise the issue, for example reading stories about bullying in English that inform class discussion; Writing a set of class/group rules; Writing stories or poems or drawing pictures about bullying in Art; Encouraging fair play and teamwork in Physical Education and discussing the negative consequences on group success if this is not achieved.

- Attending behaviour workshops

- Anti-bullying assemblies with a particular focus on who to seek support from if bulling happens

- Student Wellbeing Ambassadors who signpost avenues of support and promote wellbeing and health within the academy

- Student anti-bullying ambassadors trained as part of the Diana Award scheme

- Focus on the protected characteristics, as defined by the Equality Act 2010, within the Personal Development programme

- Teaching students about E-Safety and Cyber-bullying as part of the Relationships and Sex Education Curriculum.

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- Accessing a variety of anti-bullying material and resources through the Personal Development programme promoting discussion and challenging thinking.

- Input on anti-bullying issues from external agencies, organisations and charities

- Recognition of the Belle Vue Girls' Academy Characteristic of teamwork and the use of the reward system for its demonstration

3.6 Dissemination of the Anti-Bullying Strategy

- Form tutors will discuss the Anti-bullying policy at the beginning of each school year with pupils and at regular intervals throughout the year.

- The Headteacher/Deputy will re-visit the Policy with all staff and governors annually

- All new staff will be familiarised with the policy through the Induction and Line Management processes

- The Anti-Bullying policy will be available on the academy website, as part of the Pupil Behaviour & Welfare Policy

Section 4 - Mental Health & Wellbeing Strategy

Details of our academy's approach to promoting pupil wellbeing and responding to mental health and wellbeing problems are set out in our strategy below.

4.1 Statement of Intent

We believe that schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that we promote good mental wellbeing for all pupils including providing a structured school environment with clear expectations, which have been set out in section 2 of this policy. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities. Belle Vue Girls' are committed to supporting all pupils to achieve excellent educational outcomes, and strive to help pupil overcome any barriers that may prevent such achievement.

The academy will ensure the clear response systems and processes set out in this policy used to identifying possible mental health problems are followed, including routes to escalate and clear referral and accountability systems.

The model (Promoting children and young people's emotional health and wellbeing, 2021) below presents eight principles to promote a whole school approach to emotional health and wellbeing. Our policy and practice at Belle Vue Girls' Academy are underpinned by the principles in this model (further information about how each area is reflected by our practice is available on our website).

4.2 Mental Health & Wellbeing Guidance

This section of the policy is based on the following government guidance: Keeping Children Safe in Education (2023); Working Together to Safeguard Children (2018); Mental Health and Behaviour in Schools (2018); Transforming Children and Young People's Mental Health Provision Green Paper (2017); Future in Mind - Promoting, protecting and improving our children and young people's mental health and wellbeing (2015), Promoting children and young people's emotional health and wellbeing (2021) and guidance from 'Bradford, and Airedale, Wharfedale & Craven Health and Care partnerships'.

4.3 Roles & Responsibilities

The Designated Senior Lead for Mental Health is: *Jonathan Patterson (Senior Deputy Headteacher)*

The Personal Development Curriculum Lead is: *Jonathan Kennedy (Deputy Headteacher)*

The School Nurse is: *Bev Uttley*

The Child Protection and Social Inclusion Officer is: *Farah Nisar*

The SENDCo is*: Kissi Wilde*

The Link Governor is: *Nurjahan Ali Arobi*

The role of the Designated Senior Lead for Mental Health, supported by the other key roles identified above, is to:

- Have oversight of the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support

- Support the identification of at risk children and children exhibiting signs of mental ill health

- Have knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so

- Coordinate the mental health needs of young people within the academy and have oversight of the delivery of interventions where these are being delivered in the educational setting

- Oversee the outcomes of interventions on children and young people' s education and wellbeing

4.4 Signs and Symptoms of Mental Health Problems

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (excessive worry, fear or sadness/ low self-esteem/ withdrawn)

- Behaviour (aggressive/ oppositional/ poor concentration/ notable changes in behaviour)

- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

4.5 Academy Procedures

Prevention: The academy promotes a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This is achieved through the consistent application of the academy Behaviour and Welfare policy, as well as teaching pupils specifically about mental wellbeing through the personal development curriculum, which will include signposting pupils for further support.

Identification: The pastoral system in place at the academy ensure all pupils have a form tutor who knows them well, and who will be able to spot any concerns. Safeguarding training sessions will equip staff with the knowledge which will enable them to recognise emerging issues and make referrals for support via CPOMS. Staff listed in section 4.3 along with other key colleagues, will discuss these referrals at the weekly 'pastoral matrix' meeting and an assessment will be made which may include using tools such as the Strengths and Difficulties Questionnaire and the Boxall Profile. A plan of support will then be made. All information will be recorded on CPOMS.

Early support: The academy will help pupils to access evidence based early support and interventions, either through support given in the academy from the mental health team, or through referrals to external support where appropriate.

Access to specialist support: The Wellbeing Manager has up to date knowledge of the external support available enabling the academy will work effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Appendices

APPENDIX 1

Home School Agreement

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1. The Parents

I/We will:

- ensure school has up to date details of address and telephone number, including an active emergency number. Telephone numbers will accept incoming calls.

- see that my child goes to school regularly, on time and properly equipped

- let the school know about any concerns or problems that might affect my child's work or behaviour

- support the school's policies on education and guidelines for behaviour

- support my child in homework and other opportunities for home learning

- attend review day discussions about my child's progress

- get to know about my child's life at the school, eg by checking her ClassCharts every day using the ParentApp

2. The School will

- contact parents if there is a problem with attendance, punctuality or equipment

- let parents know about any concerns or problems that affect their child's work or behaviour

- send home regular reports

- set and provide feedback on homework and provide facilities for children to do homework in school, arrange consultations evenings during which progress will be discussed

- keep parents informed about school activities through regular digital newsletters home, school website, text, emails and notices about special events

- keep parents informed about holiday, training days and study leave dates.

3. Student

- I will comply with the school code of conduct

- I will take home and give to my parents any letters or notes given to me

- I will arrive on time and in the correct uniform, fully equipped

- I will try my best to make a positive contribution to all my lessons and school life

- I will work to the best of my ability

- I will let an adult in school know if I have a problem with any of my work or any other person

Signed: _____ (Parent)

Signed: _____ (Headteacher)

Signed: _____ (Student)

Student's Name _____ Form _____

APPENDIX 2

Academy Uniform Details

Uniform – Years 7 to 11

All uniform clothing items are stocked by Rawcliffe's or Natasha's in Bradford.

Belle Vue Girls' Uniform:

- BVGA blazer

- Plain white shirt or blouse

- Plain black trousers, skirt or tunic

- Optional red/black academy sleeveless jumper with logo, or a plain black jumper, worn under the blazer

- Optional plain black headscarf

- Plain black flat shoes, trainers or boots

- BVGA Lanyard & ID card (issued by the academy)

Students are not allowed to wear:

- Outdoor clothing (coats, hats, scarves) inside the building

- Jeans, hoodies or jumpers with logos or zips

- Hoop or drop earrings, rings, bracelets, or necklaces

- False nails / painted nails.

- Very subtle, natural make-up is acceptable for older students

Uniform – Sixth Form

Sixth form students are professional people and are required to dress smartly and be well-presented.

- Sensible shoes with backs.

- Lanyards on at all times with the photo ID showing.

Physical Education

- Royal Blue polo shirt with academy logo
- Navy Blue or black jumper with logo (optional)
- Navy Blue or black jog bottoms
- If you wish to wear a headscarf for PE, elasticated headscarfs are required
- Sports trainers

Even if you are not doing PE, you must still bring your PE kit and will be required to change into it and go out with your class
No jewellery may be worn in PE lessons

<u>Jewellery</u>

Only plain ear studs and/or a plain flat nose stud are permitted. Any prohibited items will be confiscated and will be kept securely until the end of term.

Students may be sent home if they fail to comply with the academy uniform code.