

BEHAVIOUR AND DISCIPLINE POLICY

Incorporating the
Anti Bullying Policy

First Version Implemented	Revision Level	Current Version Adopted by School	Review Date	Responsible Person
2019	Governors	January 2026	March 2026	Helen Willett Headteacher

POLICY SCOPE AND ACCOUNTABILITY

- Staff, governors, parents and the wider school community should have regard to this policy.
- Accountability for leading administering, implementing and reviewing policy rests with the school leadership.
- Accountability for performing as policy requires rests with all staffs.

GENERAL POLICY STATEMENT

At Chellow Heights School, we intend to provide a safe, secure, caring environment where every one is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to their needs, whatever their age, gender, background, beliefs or abilities. As a dual sited school, wherever possible the ethos and approaches are replicated across both sites. We have had regard to legislation re disabilities, race relations and special education needs and national, and local policies and procedures when compiling this policy.

POLICY

Introduction

The school believes that a positive approach to managing behaviour is the key to supporting independence and learning. It supports developing useful and productive citizens who are tolerant and compassionate. We believe that a positive approach to behaviour prevents bullying and racist behaviours by providing good role models of behaviour and language. School will challenge and act on any unacceptable behaviours to ensure that all pupils, staff and visitors remain safe and free from abuse.

Aims

- to promote positive behaviour which supports the development of independence, self-esteem, self-discipline and co-operation, thus encouraging everyone to behave in a socially acceptable manner and avoid bullying and racist behaviours.
- to ensure respect forms the basis for all interactions which we recognise will need to be taught and modelled.
- to support the needs of children who present with challenging behaviours as a result of their special needs. These behaviours are seen as communicative intent. School will work with the child, families and other services to promote other forms of communication, reduce the incidence of challenging behaviours and develop self-discipline and control strategies.
- To provide a curriculum that meets the needs of a diverse community where everyone is treated as an equal.
- To ensure pupils remain safe from harm and are protected from bullying.
- To ensure that 'behaviour for learning' is promoted including supporting pupils to self-regulate so that they can engage in their learning and complete assigned tasks.

Procedures

- School will act to reinforce positive behaviours and minimise unacceptable behaviour [see appendix 2 Practice].
- School will act positively to eliminate any bullying and support victims of bullying including cyber bullying as appropriate. [Appendix 4 and ICT e safety policy].
- School will positively act against any racist or discriminatory behaviours [see appendix 4 and the Equality policy].
- Employees of the school will be trained in Team Teach as an intervention and will use the techniques to support the de-escalation or the management of pupils in crisis [see appendix 4 and care and control policy].

ROLES AND RESPONSIBILITIES

Headteacher – will have overall responsibility for managing whole school behaviour, reporting incidents and keeping appropriate records.

Senior Leaders - will monitor behaviour incident records and will also act as Lead Team Teach Tutor.

Team Teach Tutors – will work with senior leaders and staff to support positive management of behaviour, develop appropriate strategies and deliver team teach training.

Class teachers - have overall responsibility for managing pupil behaviour in class including writing, implementing and updating behaviour support plans. Teachers will also provide a safe learning environment.

All staff - will be skilled communicative partners and use a positive approach to behaviour management. Staff will also follow behaviour support plans to enable a safe learning environment for all pupils.

ASSESSMENT, RECORDING AND REPORTING

- The head will keep written records of racist incidents and the actions/sanctions implemented and complete returns on incidents as requested.
- The head will keep written records of bullying incidents and actions/sanctions implemented
- The head will keep a serious incident log and ensure the necessary paperwork is completed for reportable injuries.
- Staff will complete any incident reports or other paperwork as appropriate including accident reports.
- Senior leaders will monitor the behaviour records and analysis will be used to support further intervention strategies.
- Where necessary, Behaviour Support Plans will be written, shared and agreed with parents and any other parties as necessary.

Links

- **Team Teach** <http://www.team-teach.co.uk/>
- **Violence in the Workplace – Legal Guidelines on the Use of Restraint.**
- DfEE Circular number 10/98 Section 550A of the Education Act 1996: **The Use of Force to Control and Restrain Pupils.**
- DfES **Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders.** July 2002.
- DfES **Use of reasonable force advice** Reviewed July 2015

References

- Care and Control Policy
- Use of Touch
- Child Protection
- Race and Equality Policy
- ICT policy
- Staff well-being policy
- Manual handling policy

Appendices

- **Definitions**
- **Positive behavior and Anti bullying practice**
- **Reasonable use of force to control or restrain.**
- **Cyber Bullying & E safety**

APPENDIX 1: DEFINITIONS

Positive Behaviour – the promotion of good behaviour by using positive role models, language and statements.

Racism

The belief that race accounts for differences in human character or ability and that a particular race is superior to others.

Racist Behaviours Discrimination or prejudice based on race.

Bullying

Is described as the verbal or physical hurting, threatening or frightening of another person.

Cyber Bullying

The use of information communication technologies such as mobile phones or social websites to threaten, frighten or abuse another.

APPENDIX 2: POSITIVE BEHAVIOUR AND ANTI-BULLYING PRACTICE

Staff should, speak to, and deal with our pupils as they would their own children or wish themselves to be dealt with. Excessive shouting, sarcasm, belittling, condemning or criticising our pupils have no part in our dealings with them.

- 1.1 We recognise that there may be many reasons for pupils to behave in certain ways and to present unacceptable or challenging behaviours. These may be reasons but they are not excuses. **Learning to behave follows the same principles as learning other skills: it should be taught and modelled by staff.**
- 1.2 Appropriate and consistent expectations of behaviour are made clear to all staff, pupils and visitors to the school.
- 1.3 School and class 'rules' are few in number and are positively phrased.
- 1.4 Staff must develop a good understanding of their pupils needs and communication systems to prevent behaviour incidents though boredom. Lessons and social times must meet pupils' diverse needs, inspire and motivate them.
- 1.5 Class teachers must provide appropriate levels of challenge, structure and adequate active and positive supervision for their groups.
- 1.6 School will use SEAL and the PHSE curriculum to support pupils in understanding and expressing their emotions in different ways and to develop community cohesion and tolerance.
- 1.7 School will develop reward systems for good behaviour.

2. BULLYING

- 2.1 If acts of bullying are seen or reported, staff must immediately deal with the occurrence – including giving support to the victim. This also applies to cyber bullying.
- 2.2 Incidents need to be reported to members of the school's leadership team and / or the Head, recorded on the pupil behaviour Incident app, and / or discussed at a staff meeting or briefing. **All racist incidents must be reported to the senior leadership team.**

3. RACIAL BEHAVIOUR IN CHELLOW HEIGHTS SCHOOL

- 3.1 Racial behaviour is unacceptable at Chellow Heights School – see Race Equality Policy.
- 3.2 Should racial behaviour occur the following course of action will be followed:

Staff will:

- Take immediate appropriate steps to stop the racial behaviour;
- In the case of graffiti arrange to have it removed as soon as possible;
- Confiscate racial literature, logos, etc., giving reasons for doing so;
- Counsel the offender and support the victim;
- Report all such incidents to the Head.

The Head will:

- Keep written records of all such incidents;
- Decide what punishment or sanctions to apply;
- Report all incidents to the appropriate Education Bradford / LA officer;
- Inform all teachers of any incidents;
- If extreme political organisations are suspected of involvement, inform the police.

The Head may:

- Involve parents and / or Governors in extreme or persistent cases;
- Exclude from school extreme or persistent offenders.

4. BEHAVIOUR MANAGEMENT (DISCIPLINE)

- 4.1 In any disciplinary process the emphasis must be on the positive approach of encouragement and praise, rather than negative criticism. Where it is considered that criticism is appropriate, it should be constructive in its approach and include advice / targets on how to improve behaviour.
- 4.2 The support given to encourage pupils to behave as expected is of two kinds (which may be seen as a hierarchy of positive or negative reinforcers):

i) reinforcement of appropriate behaviour, including:

- quiet praise from staff,
- comments, stars, etc., in files or books,
- being sent to other staff (e.g. school leadership team) for either of the above,
- public praise – in front of class, key stage or whole school,
- public written acknowledgement through the presentation of a certificate,
- being given a choice activity at a specified time which is outside usual choice-making opportunities (e.g. at the end of a lesson),
- being given a privilege task (e.g. helping at lunch-time, being allowed to take messages to other staff unsupervised),
- a verbal message (including telephone call) or letter or comment on class dojo to parents / carers,
- being given opportunity to participate in an additional session of a favourite subject or activity,
- being given a privilege activity (can be on or off-site).

ii) discouragement of inappropriate behaviour, including:

- redirection of the behaviour into a more acceptable form,
- planned ignoring (which should only be used when the behaviour does not disrupt the learning of other pupils, and does not pose a risk or threat to self or others),
- non-verbal signals,
- immediate checking of the behaviour,
- private disapproval (ensure that although this is private it is not given in a room with only the pupil and member of staff present),
- public disapproval (this must be handled very carefully and should not belittle the pupil),
- repeated or extra work (where poor work is the problem),
- loss of leisure time,
- loss of a privilege – such as helping with registration,
- referral to pastoral (class) teacher,
- referral to member of leadership team (other than Deputy or Head),
- referral to Deputy Head,
- referral to Head,
- parental consultation,
- exclusion by the Head, following the procedures given by the LA.

- 4.3 It is important that the sanction chosen is appropriate to the pupil and to the seriousness of the misbehaviour. It is important that minor infringements result in minor sanctions, and that major sanctions are reserved for major or persistent misbehaviour.
- 4.4 **At all times, it is essential that the pupil knows it is the BEHAVIOUR which is disapproved of and not the pupil.**
- 4.5 Behaviour must be reviewed in context. Information about what led up to the incident, what the pupil did, and the consequences of this, should all be considered. Recording procedures should put the behaviour in context, and should give information about how often the behaviours are occurring.
- 4.6 Behaviour Management Plans will be implemented for pupils with consistent poor behaviour which staff and the pupil are working to change, and for pupils with severely challenging behaviours. These plans will detail strategies for dealing with the behaviours, including preventative and de-escalation strategies, and describe any planned intervention techniques (see Chellow Heights School Care and Control Policy).

5. PASTORAL ADVICE

- 5.1 Advice and counselling are important aspects of discipline. Advice should include suggestions for improvement, and counselling should try to elicit reasons for the unacceptable behaviour.
- 5.2 Incident logs should be used to record where necessary and management plans reviewed in the light of any recorded incidents. It is important that updated plans are disseminated to all staff.

6. PHYSICAL CONTACT AND RESTRAINT

- 6.1 There are occasions when dealing with our pupils where physical contact or restraint may be required. (See appendix 1 – extract from relevant legislation).
- 6.2 The Chellow Heights School Care and Control and Touch Policies give guidance to staff about these instances. It should be rare that restraint is required, but would include incidents:
 - To prevent a pupil causing harm to him/herself.
 - To prevent a pupil causing harm to another person.
 - To prevent a pupil causing serious damage to property.
 - When the purpose of intervention by physical restraint is to restore safety.
- 6.3 Physical restraint is used only as a last resort in extreme circumstances and when no other option is possible.
- 6.4 No more than the minimum necessary force must be used, taking into account all the circumstances, and the restraint should continue for the minimum amount of time necessary.
- 6.5 In cases where it is likely that it will be necessary to use physical restraint (planned intervention) parents / carers will be involved and told how the restraint is to be exercised.
- 6.6 There will always be cases where it is not possible to anticipate beforehand that physical restraint may be needed. In these cases, the above guidance will still apply, and parents / carers informed of the intervention.
- 6.7 Only staff who have been trained in physical intervention techniques will be sanctioned to use planned, restrictive physical interventions.

7. RECORDING AND REPORTING Inc. Statutory Written Reporting to parents (Email)

- 7.1 Incidents of misbehaviour should be recorded on the behaviour incident app and reviewed by senior leaders. These incident logs will be stored online, once completed they will be archived with relevant behaviour records.
- 7.2 If Physical Restraint has been used staff must complete the relevant behaviour incident log and any other documentation as appropriate.
- 7.3 The teacher/Leader of that child will then make sure that a written account of the *Physical Restraint* is sent via Email to parents the same day, using an agreed bespoke template.
- 7.4 The teacher/Leader of the child will also make sure to report all incidents of *Seclusion and Non – Physical restraints* in written form via Email to parents the **same day**, using an agreed bespoke template.
- 7.5 When there have been incidents of violence to staff, those members of staff must complete an accident form (if injury is sustained) and the LA Violence to Staff report form in addition to the incident log. Following Bradford Education's *Violence at Work Policy and Procedure* the head will keep a copy of these forms, and send the original to the LA Operations Manager, Personnel Support Service.
- 7.6 In respect of violence to staff, parents / cares will usually have been advised at an earlier stage if a pupil's behaviour is giving cause for concern.

APPENDIX 3: USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

The Education Act 1997 (Section 4) clarified the position about the use of physical force by teachers and others authorised by the Head teacher of a school, to control and restrain pupils.

The clarification was made by adding a section (Section 550A) to the Education Act 1996. Details of the DfES guidance can be found in circular 10/98.

Neither the Act, nor the circular, authorises the use of corporal punishment in any circumstances.

Nor are they intended to encourage the use of inappropriate force.

The section allows that reasonable force can be used in the following circumstances to prevent a pupil from:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The Education and Inspections Act 2006, Section 93 states:

“Power of members of staff to use force

- (1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—
- (a) committing any offence, (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

The Department for Education has no specified training provider in the Use of Reasonable Force.

Staff members, if expected to use Reasonable Force under these circumstances are as always expected to act in the best interests of the pupil, under the circumstances they are presented with.

It is recommended that staff members who are not trained, or their training has lapsed read the DofE's “Use of reasonable force” July 2013.

As with any incident it should follow the schools recording and reporting procedures.

Those staff members who are unable to, or are passed their certification dates it is recommended that staff members attend “in house” interim refresher training, this will be specific for the schools current working environment.

Reference: Education and Inspections Act, 2006 (UK)

APPENDIX 4: RECORDING AND REPORTING TO PARENTS—APRIL 2026

This year the DfE Published the document **Restrictive interventions, including use of reasonable force, in schools, April 2026**

This document aims to proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies and, when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

Within this document, the DfE has made the following statutory practice:

1. **Reporting each significant use of force to the parents** of the pupil involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day.
2. **A report of the incident made to parents should include the following details as a minimum:**
 - time, date, location and approximate duration of the intervention
 - brief account of why the intervention was assessed as necessary in that instance
 - brief account of what type of force was applied, and the degree of force
 - details of any physical injuries sustained, if applicable.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. **Schools should communicate this information to parents in writing. For example, via email or online messaging system.** Written confirmation for parents.

3. **Recording and reporting Seclusion and Non – Physical restraints**

The requirement to inform parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

 - any behavioural triggers or warning signs of an impending incident
 - whether any agreed behaviour support plans were followed
 - what de-escalation strategies were used and how effective they were
 - what might be done differently in the future The school may use this information to amend any existing behaviour support plans, as needed

APPENDIX 5: CYBER-BULLYING

Cyber-bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media such as:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Bebo, Youtube and Ratemyteacher
- Nobody has to go through online bullying alone. Often the first step in stopping it is telling someone about it this is often difficult for our children to do so we expect staff and parents to be vigilant on their behalf – key indicators can be:
 - Pupils being withdrawn
 - Role playing situations

LEGAL ISSUES

Cyber-bullying is generally criminal in character.

There are laws that apply to cyberspace:

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

At Chellow Heights, we expect staff to respond quickly to reports of cyber-bullying or harassment and to follow the safeguarding policies and procedures to report this to senior leaders.

Chellow Heights endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, Chellow Heights audits ICT communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, Chellow Heights reserves the right to take action against those who take part in cyber-bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- Chellow Heights supports victims and, when necessary, will work with the police to detect those involved in criminal acts.
- Chellow Heights will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, both in or out of school.
- Chellow Heights will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.
- All members of the school community are aware they have a duty to bring to the attention of the senior leadership any example of cyber-bullying or harassment that they know about or suspect.

GUIDANCE FOR STAFF

We do not expect pupils to bring mobile phones or other mobile internet devices in from home and most would not be able to independently access the internet in school. Where pupils do bring electronic devices into school or can independently access the internet we ask staff to be vigilant about cyber bullying.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform a member of the Senior Leadership team and pass them the information that you have

Computers

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

GUIDANCE FOR PUPILS

The following information would be shared in a simplified form with pupils as appropriate.

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff at Chellow Heights.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/guardian or a member of staff at Chellow Heights (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details such as your telephone number or email address except to people who you know well.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas do not go to private chat rooms

GUIDANCE FOR PARENTS

Due to our pupils being very vulnerable, and some may be easily led and coerced, it is vital that parents and the school work together to ensure that all pupils are safe from harm and where appropriate are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.

Chellow Heights informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying and asks them to sign a safer use of internet form. We also have information about e-safety on our website.

- Parents can help by making sure their child understands where appropriate, the school's policy and that we take incidents of cyber-bullying very seriously.
- Parents should also explain to their child where appropriate, legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the school as soon as possible. A meeting can then be arranged with a member of the Senior Leadership Team
- If the incident falls in the holidays Chellow Heights reserves the right to take action against bullying perpetrated outside the school which spills over into the school. Our family support workers are often available in the holidays for parents to talk to about it.

E-SAFETY AT HOME

Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following site:

www.nextgenerationlearning.org.uk/safeguarding-learners/Safeguarding-learners-content/Parents-and-carers

NATIONAL BODIES

Further support and guidance may be obtained from the following:

- www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyber-bullying

The following information can be downloaded from the above website:

- Safe to Learn: *Embedding anti-bullying work in schools* (2007):
- Cyber-bullying Guidance and Resources. Safe to Learn
- Cyber-bullying Summary Leaflet
- www.antibullying.net/cyber-bullying1.htm for an Information Sheet for Teachers and other Professionals who work with Young People
- www.becta.org.uk for information on safeguarding learners
- Beatbullying Rochester House London SE19 2AT 020 8771 3377 www.beatbullying.org
- Anti-Bullying Alliance National Children's Bureau 8 Wakley Street London EC1V 7QE 020 7843 1901 www.anti-bullyingalliance.org.uk