Behaviour, Anti-Bullying and Exclusion Policy

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1. Policy Statement

Arcadia School comprises a caring community in which all members are actively encouraged to respect one another.

2. **Aims**

At Arcadia, we aim to encourage positive behaviour so that anti-social behaviour such as bullying is prevented. We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. Our aim is to produce a safe and secure environment where all pupils can learn without anxiety. This policy aims to produce both a consistent school response to positive and negative behaviour as well as any bullying incidents that may occur. This includes procedures to follow and how to record behaviour and bullying incidents to enable patterns to be identified.

This broad aims of this policy are:

- To deliver the expectations for behaviour consistently throughout school
- To teach students the expected behaviour codes in and around school
- To praise and reward positive behaviour
- To actively challenge poor behaviour and bullying
- To teach students, staff and parents to recognise poor behaviour and bullying

3. **Bullying**

At Arcadia, we deem it important to educate parents, staff and students that not every act of unkindness can be classified as bullying. We recognise that pupils can be spontaneously unkind to each other without thinking about the consequences. Most often, this is a one-off situation that can be quickly mitigated.

3 (a) Arcadia's Definition of Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening (National Centre Against Bullying 2021). This can also include being unkind to any individual in a racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability or cyber context (social websites, mobile phones, text messages, photographs and email). The school recognises that this behaviour has no place in our community. The school takes due notice of the DfE and KHDA guidance on anti-bullying published in the following documents:

- [Preventing and Tackling Bullying](#) (July 2017)
- [Cyberbullying: Advice for headteachers and school staff](#) (November 2014)
- [Government guidance on safeguarding: Keeping Children Safe in Education](#) (September 2023)
- [Working Together to Safeguard Children](#) (December 2023)

3 (b) Strategies to Prevent Bullying

- To have a school-wide programme regarding anti-bullying led by the school counsellor, covering assemblies and Moral Education that informs and educates students about the issues related to bullying and gives them strategies to deal with situations they might encounter
- To help students through providing advice and counselling, to make the right choices and not succumb to peer pressure;
- To listen to all parties involved in incidents and always take allegations from victims seriously;
- To reassure students that the school will do all in its power to protect and support all parties involved while the issues are being resolved;
- To foster, by example, the values in which we, as a school, believe;
- To investigate all incidents as fully as possible;
- To use a range of strategies which challenge bullying behaviour;
- To include within the curriculum, opportunities to discuss and consider bullying and other forms of anti-social behaviour;
- To identify bullying behaviour at the early stages and work towards behaviour modification before the problem becomes more serious.

3 (c) Reporting Bullying

As a school we will:

- Encourage victims and witnesses to speak up;
- Treat incidents seriously however trivial they might seem at first;
- Be alert, as a whole staff, to changes in behaviour, attitude and well-being, reporting these immediately to the appropriate members of staff.
- Where students are unable to communicate effectively, log patterns of changed behaviour via MyConcern.
- Communicate in all relevant meetings on the topic of behaviour and anti-bullying to support any potential cases.

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3 (d) Responding to Bullying

As a school, we will endeavour to:

- Take all bullying problems seriously;
- Deal with each incident individually and to access the needs of each student separately;
- Regard all incidents as potentially serious and investigate them thoroughly;
- Ensure that bullies and victims are interviewed separately;
- Obtain witness information;
- Keep a written record of the incident, investigation and outcomes which should be recorded on the Incident Reporting Form and copied to the relevant staff;
- Ensure that action is taken to prevent further incidents. Such action may include: Imposition of sanctions; Obtaining a sincere apology; Informing parents of both bully and bullied; Provide support for both victim and bully.

4. Managing Behaviour

We are committed to supporting high standards of behaviour. Students are able to voice their opinions about behaviour in school and help to strengthen school policy. All teachers develop positive relationships which enables a more personal approach to dealing with unacceptable behaviour. The principal will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with all guidance relating to behaviour in school. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that pupil and staff emotional wellbeing is not compromised.

4 (a) Classroom Management

Classroom management is key to promoting good behaviour. All classrooms will have:

- A positive classroom approach
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable (where appropriate) so children know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily and find resources,
- Class lists and details of students (with due regard to information sharing principles) who are being supported with their behaviour are available for cover teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table.

4 (b) Rewards

Rewards are used to support class and team-working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Arcadia School, children should expect to receive regular praise from all adults that they come into contact with. Class teachers are encouraged to agree to rules with their new classes and use a range of strategies as incentives for the students to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise
- Written remarks about good work
- Stickers
- Sending children to another teacher or the SLT to share their work/good behaviour
- Displaying students' work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement)
- Principal note or postcard sent to home address for achievements
- Star of the Week certificates or Dojo Master certificates (as applicable)
- Celebration Assembly
- Dojo points/House points

4 (c) Sanctions

When a pupil's behaviour falls below an acceptable standard, clear warnings, and if necessary, sanctions, will be enforced. Through working closely and openly with students and their families, it is our aim at The Arcadia School to resolve behavioural issues at the earliest possible stage. Children are given verbal warnings to explain the consequences of inappropriate behaviour which is enforced by the use of the Burj Khalifa behaviour chart (Year 1 to Year 4) or by the Arcadia behaviour and rewards chart (Year 5 to Year 12).

Using this system, a child will receive a verbal warning, if the behaviour continues children will move down the Burj Khalifa and will be given the opportunity to reflect on their behaviour with a teacher Year 1 to Year 4). It is important to note that if the child redeems their behaviour they must immediately be moved back up the Burj Khalifa. In order to ensure children have the opportunity to improve their behaviour, they will return to orange and the remainder of the day will be for them to get back to green.

If the inappropriate behaviour persists - the class teacher will discuss the next steps with their team leader and parents will be informed. In more extreme cases, the child will be given a report card or behaviour chart and have to check in with a member of SLT or the Year Leader at the end of every day until deemed necessary to stop.

4 (d) Internal Suspensions

These are imposed by the Head of Primary of Executive Principal for serious behaviour breaches. Suspensions can be imposed for up to three days and are served in school under the supervision of staff.

A formal letter informing parents of an internal suspension will be sent and parents invited to attend a formal meeting with their child and relevant teachers to discuss the problems in more depth. The pupil will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a recurrence of the incident. The school will make available a counsellor if necessary, to enable full and productive consideration of the issues causing poor behaviour. A pupil/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the pupil's school record.

4 (e) Exclusions

A pupil may be required to leave if the Executive Principal is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School. In all cases, the Executive Principal reserves the right to use his discretion when deciding on the most appropriate sanction. Exclusion can only occur with subsequent approval from KHDA.

4 (f) Arcadia Values

The Burj Khalifa system and Arcadia behaviour and rewards chart must be visible in each classroom and adhered to, in line with the Behaviour Policy. Positive language should be used at all times referring specifically to our Arcadia Values and Language Skills. Classroom rules are decided by the teacher and children of each class and displayed so that they may be referred to regularly. The Arcadia Values and related Learning Skills are to be displayed and discussed regularly so that children are aware of what they are and what they mean.

4 (g) Rewards

As a method of rewarding excellent behaviour in our school, we have introduced a reward system based on the amount of house points accrued (Year 5 to Year 12).

5. Assessment, Monitoring and Record Keeping

Records relating to individual cases, for both perpetrator and victim, are kept confidential. iSAMS will be used to record and track behaviour, allowing for opportunities to retrieve and analyse incident reports chronologically and by pupil/s, which can be of particular value in identifying patterns of victim and/or bullying behaviour.

Students whose behaviour is being monitored will receive a phase-specific monitoring card.

- Foundation Stage and Key Stage 1: Behaviour sticker charts are used to track behaviour throughout the school day.
- Year 2 and Lower Key Stage 2: Child-friendly report card used and travel to each lesson with students to track student behaviour (see 8c)
- Year 5 to Year 11: Report card used and travel to each lesson with students to track student behaviour
- For students who demonstrate persistent behavioural needs or where additional behavioural needs have been identified, a 'challenging behaviour response plan' is created in conjunction with the Inclusion department (see 8b)

6. Responsibility of Key Stakeholders

6 (a) The Role of the Parents

Bullying

Parents are informed of the schools policy through the Parent Handbook and Behaviour & Anti-bullying Policy (shared on the website). Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher immediately. Parents will always be contacted, after initial investigations have been carried out, if their child is suspected to have been involved in an instance of bullying. Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school. Where cyberbullying occurs, the school will provide guidance and support. When this happens outside the jurisdiction of the school, we will communicate and cooperate with parents as necessary.

Behaviour

If there is a cause for concern about any pupil due to a high number of verbal warnings or staff complaints, these members of staff will communicate with home via telephone or Seesaw/Dojo/email (as applicable).

It is anticipated that parents and teachers will meet about pupil behaviour and progress if there is any cause for concern on either side, even if relatively mild. These meetings will not prevent other minor sanctions being used (such as losing golden time) but will allow good communication between school and home that may address the major issues causing poor behaviour. The school believes that it acts in partnership with parents and we encourage parents to support the pupil Code of Conduct at home as well as school.

6 (b) The Role of the Assistant Teachers and Learning Support Assistants

Assistant Teachers (ATs) and Learning Support Assistants (LSAs), where applicable, attempt to support all pupils in establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

ATs and LSAs take all forms of bullying and misbehaviour seriously and intervene to prevent incidents from taking place. They refer behaviour and/or bullying incidents immediately to the class teacher.

6 (c) The Role of Class Teacher and Year Leaders

Following notification of a behavioural incident (including those which may include bullying), the Class Teacher and the Year Leader will be required to lead the investigations and record findings on iSAMS.

Class Teachers and Year Leaders may be involved in further pastoral work with the victim and bully, after action points have been agreed by the Assistant Headteacher. The school supports both the victim and the bully, as appropriate. Class Teachers and Year Leaders are often best placed to identify potential patterns of misbehaviour or bullying through time. They are expected to be vigilant and notify the Assistant Headteacher should they suspect a pattern of behaviour linked to either behavioural needs, bullying or being a victim.

Class Teachers and Year Leaders draw pupils' attention to the school's stance on positive behaviour and bullying at suitable moments. If an incident occurs, leaders may decide to use an assembly or class meeting as a forum in which to discuss with other pupils why this behaviour was wrong. Where appropriate, the school counsellor can be invited to support students.

6 (d) The Role of Assistant Headteacher

The Assistant Headteacher supports the Class Teacher and/or Year Leader in conducting and recording investigations linked to any ongoing behaviour challenges or alleged bullying incident. The Assistant Head reports to the Head of Primary, where they discuss and agree action points from the investigation. The school supports both the victim and the bully, as appropriate. The Assistant Head may be asked to follow up with parents, pupils and staff.

6 (e) The Role of Head of Primary

It is the responsibility of the Head of Primary to implement the school Behaviour and Anti-Bullying Policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of challenging behaviour, positive behaviour and bullying. The Head of Primary reports to the Executive Principal about the effectiveness of the Anti-Bullying policy, on request. The Executive Principal informs the Governors of any serious bullying incidents.

The Head of Primary sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Head of Primary ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

6 (f) The Role of Governors

Governors are informed of any serious incidents of pupil misbehaviour and/or bullying.

7. Relevant Policies

Online Safety Policy
Health and Well being policy
Equality and Diversity Policy
Safeguarding Policy
Inclusion Policy
Counselling Policy

8. Appendices

8 (a) Recording and monitoring - iSAMS

Teachers complete the behaviour record sheet as/when an incident occurs.

8 (b) Challenging Behaviour Response Plan

For students who persistently have behaviour challenges at school, a 'challenging behaviour response plan' is implemented in liaison with the inclusion lead.

Arcadia School Challenging Behaviour Response Plan

Childs Name:		Child's Class:	
Childs Teacher:		Responding Adults:	
Safe Spaces:		Positive reinforcements:	
Triggers	Loss of focus, interactions with peers, obsession with his ipad, embarrassment or wanting to hide something, feeling that he has been unfairly treated.		

Severity Level	What this behaviour looks like:	Suggested response:	Next steps:	Follow up:
1- Minor Disruption				
2- Major Disruption				
3- Unsafe				
4- Dangerous				

8 (c) Behaviour Chart

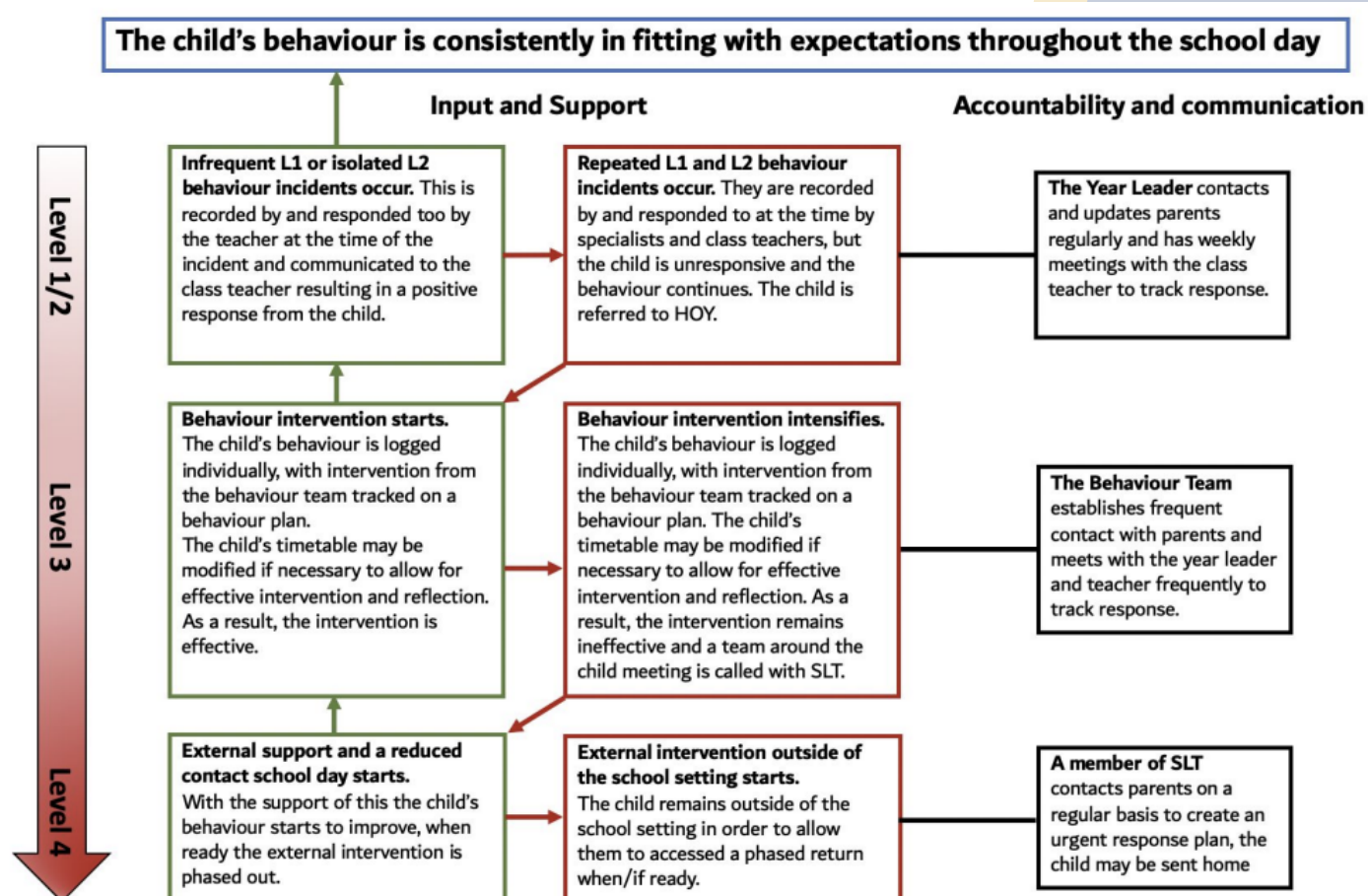Behaviour charts are created with the student in mind. They are personalised and built around a topic/incentive that students can relate to. Parents are also involved in this and the chart will go home each day.

We are working on:

Name:

If I achieve my goal for the day I get a _____

Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				

8 (d) Behaviour Response Flowchart

The child's behaviour is consistently in fitting with expectations throughout the school day

Input and Support   **Accountability and communication**

Level 1/2

Infrequent L1 or isolated L2 behaviour incidents occur. This is recorded by and responded too by the teacher at the time of the incident and communicated to the class teacher resulting in a positive response from the child.

Repeated L1 and L2 behaviour incidents occur. They are recorded by and responded to at the time by specialists and class teachers, but the child is unresponsive and the behaviour continues. The child is referred to HOY.

The Year Leader contacts and updates parents regularly and has weekly meetings with the class teacher to track response.

Level 3

Behaviour intervention starts. The child's behaviour is logged individually, with intervention from the behaviour team tracked on a behaviour plan. The child's timetable may be modified if necessary to allow for effective intervention and reflection. As a result, the intervention is effective.

Behaviour intervention intensifies. The child's behaviour is logged individually, with intervention from the behaviour team tracked on a behaviour plan. The child's timetable may be modified if necessary to allow for effective intervention and reflection. As a result, the intervention remains ineffective and a team around the child meeting is called with SLT.

The Behaviour Team establishes frequent contact with parents and meets with the year leader and teacher frequently to track response.

Level 4

External support and a reduced contact school day starts. With the support of this the child's behaviour starts to improve, when ready the external intervention is phased out.

External intervention outside of the school setting starts. The child remains outside of the school setting in order to allow them to accessed a phased return when/if ready.

A member of SLT contacts parents on a regular basis to create an urgent response plan, the child may be sent home

8 (e) Severity of Behaviour

Severity Level	Description	Response	Follow up
L1	Behaviour which requires an immediate response in order to prevent it from continuing.	Instant response and strategies to re-engage delivered by the staff member responsible at the time. Behavior logged.	Behavior logged and discussed with the child at the end of the lesson.
L2	Behaviour which significantly disturbed and effects the experience of other students.	Ensure all children are safe. Instant response and strategies to re-engage delivered by the staff member responsible at the time, if ineffective move to L3.	Behavior logged and reported to the child's class teacher, parents informed at the end of the day. Child to spend unstructured time reflecting.
L3	Behaviour which is unsafe or causes a complete disruption to the learning or activity.	Ensure all children are safe and contact responding adults. Attempt to de escalate and calm the situation until the child can be removed from the lesson. Parents called.	Parents called by the responding member of staff, the child will remain in a reflection area with a member of staff until they have discussed their behaviour and are able to return to their class without causing further disruption.
L4	Behaviour which is dangerous with a total loss of control and requires instant and urgent additional adult support.	Ensure all children are safe and remove them from the environment if necessary. Call responding staff and engage other staff members as a matter of urgency. Urgent team around the child meeting scheduled before the child is able to return to timetable.	Call responding staff and engage other staff members as a matter of urgency. Urgent team around the child meeting scheduled before the child is able to return to timetable.

8 (f) Year 5 to 11 behaviour system

Level	Type of behaviour	Intervention
B1	Late to lesson Low level disruption Incorrect uniform (including uncharged iPad)	Verbal warning (Choice) Teacher reflection
B2	Continued low level disruption Poor conduct in corridor/canteen/pitch Persistent uniform issue Continually late Insufficient work in lesson	Change of seats (Chance) 20 minute lunchtime reflection Referral to Year Leader
B3	Refusal to follow a reasonable request Disrespect to staff Disrespect to students Use of mobile phone Failure to attend a B2 reflection	Removed from lesson (Consequence) Parental contact made 30 minute lunchtime reflection Pastoral behaviour report 2 weeks to class teacher or Year Leader

Level	Type of behaviour	Intervention
B4	Continued refusal to follow a reasonable request Dangerous behaviour Physical/verbal aggression towards a peer	Pastoral behaviour report for 3 weeks to Year Leader STAGE 1 behaviour agreement
B5	Bullying - cyber, verbal or physical Intimidating behaviour Damage to property Swearing Physically fighting	SLT reflection STAGE 2 behaviour agreement Pastoral behaviour report for 3 weeks to Year Leader Community service Internal suspension
B6	Physical aggression towards staff Planned abuse towards peers/ racial abuse Possession of banned items	STAGE 3 behaviour agreement Pastoral report for 4 weeks to Principal External suspension KHDA draft letter written

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