



Relationships For Learning Policy

The Policy sets out our overarching principles and provides specific guidance for Staff



The following policy is reflective of our deeply held Christian Vision and Values .

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' Matthew 5 v 16

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Date for next review: November 2025

Our Principles

Our school vision is grounded in the desire to allow our community to “let their light shine before others.”

Selwood Academy is a successful school and its success comes from the very positive relationships that exist between staff and pupils. All members of the Selwood community work to create a respectful, safe and supportive atmosphere through the shared values of Wisdom, hope, community and joy. This positive behaviour is a fundamental aspect of learning and has a significant impact on standards and progress. By building, maintaining and repairing relationships it promotes a climate for excellent behaviour where staff and pupils can achieve the highest outcomes and allow their light to shine bright.

The importance of relationships for supporting the pupils’ skills for learning, emotional wellbeing, resilience, preventing harm and resolving conflict informs our approach to practice at all levels and is best achieved when all members of our school community – pupils, parents, trustees, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

Relationships focus upon five core principles: -

- Everyone has a unique perspective and everyone is equally valued
- Our thoughts and feelings influence our behaviours
- Our actions have an impact
- We have needs that connect us to people and purpose
- The people best placed to find solutions are the people themselves

This promotes the development of self-control and the capacity for cooperation in our young people creating a learning environment where excellent behaviour can thrive.

Our Aims

To ensure that positive relationships, attitudes and good behaviour are encouraged and are rewarded appropriately by all staff.

To ensure that staff have shared, high expectations of positive relationships, attitudes and good behaviour of pupils.

To ensure that the vision, values and expectations of the academy are communicated clearly and consistently to all pupils.

To develop in pupils a sense of responsibility for their own actions.

To create an orderly community in which effective learning can take place, in which there is mutual respect between all members and for the school environment which, in turn, enables all pupils to live their life in all its fullness.

To ensure a commitment by staff to working with pupils, parents and outside agencies to bring about changes to relationships, attitudes and pupil behaviour where necessary.

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Responsibilities

The Trust Board will support and uphold the high standards required by Selwood Academy of its pupils, in order to maintain good order and discipline to ensure a quality learning experience and positive relationships. The Trust Board will fulfil its statutory obligations to conduct disciplinary committees and appeal panels for suspensions.

The Headteacher will take responsibility for establishing positive relationships, attitudes and behaviour across the Academy. Clear boundaries and high expectations are established and resources are deployed appropriately promoting good order and discipline across the Academy. Suspension will only be used as a last resort when other strategies to manage behavioural issues have been tried and the learning and or safety of other pupils has been compromised.

All Senior Leaders and other members of the wider leadership team will lead, manage and model appropriate relationship, attitude and behaviour management strategies within the school, implementing the standards of the policy with regard to repeated or serious infringements of the school rules. They will support the teams that they line manage to consistently apply the Relationships for Learning Policy. The Assistant Headteacher with responsibility for inclusion will lead the inclusion provision and strategy.

The SENDCo will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for pupils with educational needs related to behaviour, and liaise accordingly with specialist external agencies.

Heads of Key Stage and Pastoral Team Leaders will implement the Academy Relationships for Learning policy on procedures and consequences relating to discipline e.g., lesson checks, reports, take statements after incidents, issue and supervise detentions and ensure that all pupil logs are kept up to date and that appropriate action is taken as and when required. In addition, they will arrange restorative meetings after an incident has taken place to ensure that pupils feel that they have been treated well. Restorative meetings will also help the perpetrator to take responsibility for their actions so a culture of justice is created within our school community.

In addition, they will: -

- Monitor trends and patterns of behaviour and keep records of behaviour for certain individuals
- Work with all staff to modify pupil attitudes and behaviour as necessary
- Liaise effectively with the outside agencies to support pupils and parents
- Model and maintain high standards of behaviour within the school
- Ensure that positive relationships, attitudes and behaviour is modelled
- Distribute rewards and apply consequences as necessary
- Hold regular pastoral reviews
- Meet parents with the pupil
- Refer to the Senior Leadership Team for very serious incidents or if a pupil is failing to modify behaviour when all the strategies have been implemented

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Heads of Faculty will lead, manage and model appropriate relationship, attitude and behaviour management strategies within their designated areas providing a point of referral if required.

In addition, they will:

- Ensure that the school rules are implemented consistently and fairly within their area
- Follow the procedures in order to achieve good order and effective learning within their area
- Implement rewards and consequences as appropriate
- Support staff as necessary when there are implementing the school rules
- Take responsibility for the behaviour of pupils in their area

All teachers will set high expectations for establishing positive relationships, attitudes and behaviour towards learning. They will establish and maintain a good standard of discipline through well-focused teaching and through positive and productive relationships. Teachers will be positive role models for pupils and follow the procedures laid out in this Policy.

- Promote engagement of pupils
- Provide every individual with the opportunity to 'shine'
- Enable pupils to understand the nature of learning
- Enable pupils to recognise and take responsibility for the development of their own learning through engaging with learning activities and reducing the chances of disrupting others
- Liaise with parents regarding pupil attainment, attitudes & behaviour
- Follow behavioural procedures to achieve consistency across the school
- Implement appropriate rewards & consequences
- Work with tutors, Pastoral Team Leaders, Heads of Faculty and SLT to implement the school rules fairly, consistently and effectively

All staff will fully implement and adhere to the 'Selwood Standards' as outlined in the Teaching and Learning Policy.

The tutor will:

- Monitor behaviour of all members of the tutor group
- Encourage and praise pupils for good behaviour
- Give guidance on how to behave and build and maintain positive relationships
- Liaise with parents as necessary
- Work with class teachers, Heads of Key Stage, Pastoral Team Leaders and SLT to enforce the Relationship for Learning Policy fairly, consistently and effectively
- Monitor Achievement Points and respond as necessary
- Be involved in regular pastoral reviews

In addition, they will arrange restorative meetings after an incident has taken place to ensure that pupils feel that they have been treated well. Restorative meetings will also help the perpetrator to take responsibility for their actions so a culture of justice is created within our school community.

Teaching Assistants will set high expectations for establishing positive relationships, attitudes and pupil behaviour towards learning. They will maintain good order and a positive learning environment through focussed intervention and supporting teaching staff.

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All pupils will be expected to familiarise themselves with, and abide by, the classroom and site expectations at all times.

- Arrive promptly for the beginning of each lesson
- Arrive at the lesson with basic equipment including pens, pencils, and a ruler
- Enter the classroom quietly when it is free or wait outside until then
- Be seated quickly, on entering the classroom, according to the teacher's seating plan which is non-negotiable
- Ensure that mobile phones are switched off during the school day and kept out of sight at all times – any mobile phones seen or heard will be confiscated by staff

Families and carers are expected to support the Academy in maintaining positive relationships, good order and discipline. All families have a responsibility to:

- Encourage children to develop good habits of diet, sleep and a healthy lifestyle
- Comply with the school's attendance requirements and promptly report and explain absences and lates to the Academy
- Encourage children to develop effective study habits at home
- Participate in parent/carer/teacher meetings to discuss attainment, progress and welfare
- Ensure that children are dressed as outlined in the Selwood uniform list
- Discuss reports with their children and contact the school if necessary
- Bring to the attention of the school any potential problem that might affect their child's education
- Support the Academy's Relationships for Learning Policy including uniform and no mobile phone policies
- Keep the Academy up-to-date with home and emergency telephone numbers and other pertinent information
- Be responsible for the behaviour of children to and from the school
- Complete the Home-School Agreement on entry to Selwood

The expectation for Church schools is that their approach to protecting vulnerable pupils should emanate from their Christian vision to secure flourishing for all.

Our Approach

This focuses around building, maintaining and repairing successful relationships. This recognises that optimism and positivity have an energising impact on those around you. A warm, appreciative and enthusiastic manner with high expectations reflects back on the pupils. Staff who value pupils' opinions, work and listen with interest and curiosity sustain strong relationships. High levels of routine and rigour with consistent high expectations leads to success.

Support for Pupils

Unacceptable behaviour will not be tolerated at Selwood Academy. However, it is important to note that when it does occur, we will always take into account any additional/SEND needs that a pupil may have, including Social, Emotional and Mental Health (SEMH) that have been identified. The SENDCO can instigate a range of additional support strategies such as social skills teaching and additional adult support.

Monitoring of referrals to the Compass Centre is done by the Pastoral Leader who liaises with Heads of Key Stage, Pastoral Team Leaders and Heads of Faculty in order for appropriate interventions to be implemented to support pupils.

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Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in 35 to 46) should be used. Managed moves should only occur when it is in the pupil's best interests.

<https://www.gov.uk/government/publications/school-exclusion>

Promoting Positive Behaviour

At Selwood Academy we work towards pupils developing an understanding of rewards offered by:

- a stimulating curriculum
- positive attitudes
- aspirational role models
- mutually respectful relationships
- pride in the outcome
- providing short-, medium- and long-term reward targets

To ensure that Selwood appreciates the success of all our pupils in the areas of:

- effort
- achievement
- citizenship
- demonstrating the school values of: Wisdom, Hope, Community and Joy

We use a range of rewards to:

- encourage pupils to repeat behaviour because they have positive outcomes
- contribute to self-esteem – nurturing their emotional, social and academic development.
- help to establish and nurture positive relationships between teachers and pupils.
- to motivate and create lifelong learners

Recognition includes: -

- Non – verbal praise - consists of smiles, thumbs up, stickers, stamps etc.
- Verbal Praise - this can range from a quiet word to more 'public' recognition in class, or in assemblies. Verbal praise can be given to, and by, everyone.
- Roles of pupil leadership (Senior pupils, Ambassadors, Well Being Ambassadors, School Council) - to show pupils they are trusted to be capable and responsible within each tutor group, monitors can be given position of responsibility.
- Sharing - Pupils may share a particular task or behaviour with others: tutor group or set group, tutor, a chosen adult, Pastoral Team leader, Member of the Leadership team.
- Certificates - Range of certificates from Tutors, Pastoral Team Leaders and Leadership Team and Headteacher awards to acknowledge the specific success.
- Achievement Point System – Pupils of all abilities are celebrated and can benefit from the consistent application of our rewards process across all faculties and year groups. Pupils are

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awarded achievement points for anything positive; with rewards being given out based around our core values of Community, Hope, Joy and Wisdom.

Once a pupil reaches the target in one of the 4 values, they will receive a “Stage” lapel badge. Pupils will receive 1 entry into the end of term prize draw for every 25 achievement points they receive. These tickets will also count towards the following terms draw.

At the end of each term, the top 20 achievers from each year group will be invited to a rewards afternoon.

Achievement points will **be awarded in one of 4 categories in line with the values of the school** as outlined below.

<u>Wisdom</u>	<u>Community</u>	<u>Joy</u>	<u>Hope</u>
Problem solving	Taking part with a positive attitude	Enthusiasm	Ambition
Questioning	Politeness	Resilience	Optimism
Seeking help	Empathy	Self-Belief	Positivity
Listening	Respect for others	Creativity	Risk Taking
leadership	Supporting others	Pride in achievement/work	Learning from failure and completing tasks.
Self Control	Praising others	Love of learning	Independent work

Year 5 Selwood Values award = Year 5 lapel badges in line with the school values.

Year 6 Selwood Values award = Year 6 lapel badges in line with the school values.

Year 7 Selwood Values award = Year 7 lapel badges in line with the school values.

Year 8 Selwood Values award = Year 8 lapel badges in line with the school values.

Pupils need to achieve 50 achievement points in any given Selwood Value.

Alongside the key value rewards pupils will receive a postcard or certificate when awarded a set number of achievement points. These will be handed out by PTL’s in block hall assemblies. In addition, a letter will be sent home to inform parents, signed either by the tutor, PTL or Headteacher. Staff are expected to record a minimum of one achievement point per lesson, and to keep consistency staff will not award more than 10 achievement points per lesson (unless there is exceptional widespread achievement).

Praise Postcard	25 Achievement Points
Merit Certificate	50 Achievement Points
Bronze Certificate	100 Achievement Points
Silver Certificate	150 Achievement Points
Gold Certificate	200 Achievement Points

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Celebration Assemblies - These will take place three times a year (Christmas, Easter and Summer) where Individual Subject, Tutor, Pastoral Team Leader and Leadership Awards will be presented. Achievement, effort and progress across the curriculum will also be recognised. On a monthly basis a tutor cup will also be awarded for the tutor group in each year group that has the greatest number of average points per pupil.

Classroom Expectations

The basic expectations below provide the framework for positive relationship and attitudes to learning and a climate for learning at our school and all staff should insist on them at all times:

- Pupils should aim for a 'Personal Best' in all work. Pupils' books will be treated with care and school books will be handled carefully and not defaced.
- All necessary equipment is brought by pupils to the lesson.
- Pupils are not permitted to use electronic devices throughout the school day.
- Pupils do not 'shout out' or interrupt the teacher/other pupils, but will listen with respect.
- Pupils who behave well consistently will receive praise.
- Pupils wear uniform correctly. Outdoor clothing must not be worn within classrooms.
- Pupils and teachers speak to each other politely throughout lessons.
- Pupils should expect to be involved as active participants in lessons.
- Pupils who misbehave, after being warned, must expect an appropriate consequence to be taken. (Exit to the Compass Centre).
- Pupils are expected to use the toilet at social times and between lessons, but not during lesson times (unless in exceptional circumstances). Pupils are not to eat or drink in lesson time, except water.

Around School Expectations

When pupils are not in lessons, they are expected to abide by the expectations below at all times:

- Be organised and on time.
- Pupils should be proud of the school and themselves. Correct uniform to be worn at all times. Look after the school, respecting property and keeping it free of litter.
- Respect every member of our school community – teachers, pupils, teaching assistants, support staff, caretakers, catering staff and visitors.
- Respect other people's property and personal space. No rough play, unwanted physical contact.
- Smoking is not permitted either in school or on the way to or from school, or when in uniform. This includes e-cigarettes and vapes.
- Prohibited items that are illegal or perceived as dangerous may not be brought into school and therefore, could subsequently lead to a bag / coat search. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

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- For security and safety reasons, never bring valuable items to school *e.g. laptops, iPods, computer games, large amounts of money*. Mobile phones are brought onto school property at your own risk and must remain turned off and placed in school bags during school hours.
- Pupils may not leave the school site without permission. If it is necessary for a pupil to leave school during the day *e.g., for a medical appointment*, a note written by a parent or carer must be given to the Tutor, Reception or the Attendance Officer prior to the appointment in order for the pupil to leave the classroom at the correct time to sign out at Reception.

Teacher Management of Classroom Learning Environment

Each class teacher has full ownership of the management of the learning environment. Teachers will be required to exercise their professional judgement when implementing the procedures laid out in this policy and should ensure that as stated earlier in the policy: -

‘This focuses around building, maintaining and repairing successful relationships. This recognises that optimism and positivity have an energising impact on those around you. A warm, appreciative and enthusiastic manner with high expectations reflects back on the pupils. Staff who value pupils’ opinions, work and listen with interest and curiosity sustain strong relationships.

Responding to unacceptable behaviour

Pupils are more likely to accept the schools’ Classroom and Around School Expectations if they are clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective. Pupils need to see that rewards and consequences are used consistently and fairly.

It is the responsibility of each member of staff to foster positive relationships with the pupils and to ensure that the atmosphere both in lessons and in school generally is conducive to good order and learning. Pupils are encouraged to take responsibility for their own behaviour.

The school does not tolerate disruption to learning or defiance because these behaviours can compromise the learning of other pupils or compromise the safety of pupils and staff. Pupils therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and others to learn.

The Compass Centre

The Compass Centre is a reflective space whereby pupils are able to refocus. This then allows them to proceed in the right direction for positive learning. The Compass Centre is primarily used for

- disruption to learning – ‘behaviour that interrupts learning or prevents a teacher from performing their duties.

It can also be used for

- Supporting a pupil who is struggling to engage in a certain aspect of the curriculum
- Defiance – ‘repeated failure to follow simple, reasonable instructions’
- Uniform infringements
- A period of internal isolation for more serious behaviours

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If sent, Key Stage 2 pupils will spend 2 lessons and 1 social time, (break or lunchtime) in the Compass Centre.

Key Stage 3 pupils will spend 5 lessons and 2 social times, (break and lunchtime) in the Compass Centre.

Disruption or defiance when in the Compass Centre may lead to an extension of time there or a fixed term suspension.

Whilst in the Compass Centre, pupils are expected to work hard and in silence.

At the end of the school day the member of staff who sent the pupil to the Compass Centre will make contact with parents or carers to ensure that they are aware of the consequence and the behaviour that led to the consequence being imposed. The teacher will log the incident on the SIMS database on the day the incident took place.

If a pupil is sent to the Compass Centre three times in one term, a meeting will take place with the pupil, their parent or carer and the Heads of Key Stage, Pastoral Team Leader or another nominated member of staff.

Detentions

We expect pupils to complete all detentions that are issued so as to maintain consistency and fairness.

Parental consent is not required by law for any detention. There is no requirement to give parents' 24 hours' notice of a detention. Teachers have the legal power to put a pupil in a detention including outside of school hours. However, at Selwood Academy we want to work in partnership with our parents and will give notice regarding detaining a pupil after school. This will be in the form of a phone call to parents. We will email if we are unable to get hold of parents by phone.

After school detentions are held on a Wednesday from 3.10pm until 4pm. Failure to attend a Wednesday after school detention will lead to a further behaviour incident being recorded and escalation to a Senior Leadership detention held on a Friday from 3.10pm until 4.10pm. Failure to attend a Senior Leadership detention will result in time spent in the Compass Centre the following Monday.

Vandalism

Pupils will be charged for property that they wilfully damage as well as receive appropriate consequences.

Report Card

At the Head of Key Stage or Pastoral Team Leaders discretion, a report card will be issued for one week following a meeting to discuss negative behaviour and the pupil having been sent to the Compass Centre on 3 occasions during one term. A discussion will be held whereby an action plan will be agreed to support the pupil. The report card will be monitored by the Head of Key Stage or Pastoral Team Leader and parents will be expected to sign the report daily in order to support the actions that have been agreed.

It is the pupil's responsibility to ensure that the report is signed every lesson.

Suspension

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Suspension is the consequence that the school can use for serious behaviour incidents. Suspension will be used in response to a serious breach of the relationship for learning policy or if it is believed that allowing the pupil to remain in the school would seriously harm the education of the pupil or others in the school or would be safeguarding risk to the pupil or others in the school.

Only the Headteacher can agree a fixed-term suspension (or Deputy Headteacher in the Headteacher's absence). The Headteacher will consider all suspensions in line with current DfE regulations. Where suspensions are issued, a telephone call and a letter will inform parents/carers of the nature of the incident, the length of the suspension and the date and time of the re-integration meeting prior to the pupil being re-admitted into school. During days one to five of a suspension parents/carers are responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place during school hours without reasonable justification. Selwood Academy will provide work for pupils who are excluded.

A suspension can be set at anything between one and five days. Any suspension longer than five days requires the school to provide additional educational provision from day six.

Pupils returning from a fixed-term suspension will be expected to attend a reintegration meeting with their Head of Year and/or SLT member plus parents/carers. This is a restorative and constructive process that enables discussion about the nature of the suspension and any other contributory factors as well as any additional support that may be beneficial from home, the school or external agencies in order to prevent further suspensions.

Permanent Exclusion

If a pupil is involved in a one-off serious incident or if they have a cumulative record of consistently poor behaviour which disrupts the well-being and learning of other pupils, the Head teacher may decide to exclude a pupil permanently from the school.

Practice and Monitoring

Quality Assurance

The Senior Leadership and middle leaders will support staff in promoting learning and positive engagement with learning by regularly visiting lessons and by their presence in and around the school building. They will affirm and note good behaviour, lesson engagement and excellent work. They will strengthen staff management of poor behaviour and if necessary, escalate action to bring it under control.

At least one member of staff: usually senior/middle leadership, will be visiting lessons during every lesson of the school day.

Daily Review

The senior leader with responsibility for pastoral systems meets at the end of every day with the Pastoral Team Leaders to review significant recorded incidents on a case-by-case basis to ensure that appropriate levels of intervention or support will be in place as required. The school's aim is for a consistent application of the Relationship for Learning Policy. The Daily Review and Quality Assurance helps us to maintain a high level of consistency.

Recording of incidents

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In order to quantify and subsequently analyse behaviour, the school tracks both positive and negative patterns of pupil engagement with learning using the School Information Management System (SIMS) database. This data is used to identify and respond to behavioural patterns of individuals and groups and to support effective intervention. Staff must log all behaviour incidents and complete the necessary actions required in line with the Relationships for Learning Policy.

Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for as detailed.

The guidance followed explaining the powers schools have to screen and search pupils, and to confiscate items they find is

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and

Physical Restraint

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

At Selwood Academy, reasonable force will only be used if no alternative can be sought. Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety and should always work to diffuse rather than escalate a situation.

Some examples of situations where reasonable force might be used are:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Any incidents where a member of staff is required to use reasonable force must be recorded in the Restraint Log.

Mitigation

We recognise that this Relationship for Learning Policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. Schools must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example: autism, Asperger’s Syndrome and Tourette’s Syndrome, the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe, however, that it is our responsibility to support and help such pupils to behave in a socially acceptable manner and that affecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs regarding Social, Emotional and Mental Health (SEMH). Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone, nor will we accept, violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such pupils have an EHCP then a review of their provision will be held to determine if it is still appropriate to name Selwood Academy as their school. If no EHCP exists then the process for an SEN assessment will be undertaken. However, we envisage such circumstances to be very rare and would never be undertaken this lightly or without due consultation with parents, Trustees and the child. With regard to consequences, staff follow DfE guidance with regard to equality mitigating circumstances.

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Anti-Bullying Policy

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' Matthew 5 v 16

Our Principles

Our school vision is grounded in the desire to allow our community to "let their light shine before others."

Our Aims

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To educate our pupils to live in modern Britain and a global society.

To ensure that positive relationships, attitudes and good behaviour are encouraged and are rewarded appropriately by all staff

Every pupil has the right to “let their light shine” in a happy, safe and flourishing environment. Bullying, Discrimination, sexual harassment, sexual abuse and sexual violence, online or offline, are not Accepted and are dealt with quickly and consistently.

Objectives

To teach pupils to deal with conflict in a positive way, and thereby build confident and capable leaders of tomorrow

We aim to help our pupils to identify bullying when it happens and to speak up to trusted adults about it after it occurs

We must give pupils the tools to combat bullying, including building resilience, de-escalating situations, and seeking adult support

We pledge to give support to victims of bullying and give guidance to those who bully. At Selwood Academy, we whole heartily agree with the Church of England's vision for all children to be able to live a 'Life in All its Fullness'. We understand that full flourishing is only possible when each and every member of our school community have opportunities to:

- Experience true belonging – knowing they are welcome, completely included, valued and celebrated
- Find every possible avenue of academic and vocational progress and success open to them, without needing to overcome institutional barriers
- Feel totally safe and secure wherever they are, and fully connected with others
- meaningfully participate in the life of their school – with their voice heard and their ideas acted upon
- Believe that a hope-filled future can and will be theirs, because they see themselves represented in all aspects of school life, particularly in leadership

Definition of Bullying

The Department of Education (DfE) defines bullying as “behaviour by an individual or group, usually Repeated over time, that intentionally hurts another individual or group, either physically or emotionally’ It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying).

Selwood Academy use the acronym **STOP** to identify a bullying situation (Several Times on Purpose).

Types of Bullying

Bullying includes many forms of harmful behaviours.

- Verbal abuse. Name-calling, unkind comments, spreading rumours, laughing at someone, forcing someone to do or say something, encouraging someone to hurt themselves

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- Physical abuse. Hitting, kicking, shoving, spitting, burning, non-consensual touch.
- Emotional abuse. Excluding someone from the group, forcing someone to do something they don't want to do
- Cyber/Online abuse. Messages, posts, videos that are intended to hurt or cause harm, pretending to be someone else to cause them harm
- Racist. A racist taunt, graffiti, gestures. Making inappropriate comments regarding faiths and beliefs
- Homophobic. Because of, or focussing on the issue of sexuality
- Transphobic. Because of or focusing on a pupil's gender identity

Selwood Academy procedure if bullying is reported

- Pupils should report bullying incidents to available staff or someone who they can trust immediately. That member of staff should then report any incident to the relevant Pastoral Team Leader.
- All pupils will be listened to.
- The Pastoral Team Leader will determine the nature of the problem and the appropriate level of response and course of action.
- If required, a full investigation will take place which, in most accounts will be through discreet discussions.
- Incidents of bullying will be recorded and logged on SIMS and My Concern, Selwood Academy's safeguarding software and records system and then used for monitoring and evaluation.
- Various appropriate strategies may be used to deal with reported incidents
 - Parents or carers will be contacted
 - Discussion of victim's own behaviour leading up to the incident
 - Proactive work to be completed with the perpetrator to encourage improved behaviour
 - Following an investigation, the incident will be dealt with in line with the schools Relationship for Learning Policy.
 - Monitoring of perpetrator to support no repeat behaviour
 - If required it may be necessary to inform or involve the Police

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

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- Victim Support: www.victimsupport.org.uk

Anti-Racist Policy

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' Matthew 5 v 16

Our Principles

Our school vision is grounded in the desire to allow our community to "let their light shine before others."

Our Aims

To make Selwood Academy a safe and welcoming place and to provide an environment in which racist assumptions, attitudes and behaviour are continually challenged.

Objectives

- Eliminate unlawful discrimination
- Promote equality of opportunity and good relations between persons of different racial groups
- Encourage pupils to report racist behaviour
- Raise awareness and understanding of the impact of racism
- Policies and procedures to be known and understood by all staff
- Maintain and monitor any racist incident

Racism will not be tolerated, whether or not intentional at Selwood Academy under any circumstances.

Definition of Racism

Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

Types of racism?

Categories of Racist Behaviour

- Physical assault because of colour of skin and/or ethnicity

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- Derogatory name calling, insults and/or racist jokes
- Racist graffiti
- Provocative behaviour, such as wearing racist badges or insignia
- Bringing racist materials, such as leaflets, comics or magazines into school
- Verbal abuse or threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons or anywhere in school
- Ridicule of individuals for cultural differences e.g. food, music, dress etc
- Refusal to co-operate with other people because of their ethnic origins

Selwood Academy procedure if a racist incident is reported

- Pupils should report racist incidents to available staff immediately.
- All pupils will be listened to
- The member of staff who received the report will listen to all pupils recall of events
- The incident will always be investigated by the member of staff who received the report
- The accused must be made aware of the importance and severity of their actions and the impact that their comments could/have had on the victim
- All information will be logged on SIMS and My Concern, Selwood Academy's safeguarding software and records system along with Somerset Councils Peer-on-Peer Discrimination at school reporting form
- The member of staff will call and inform parents/carers of the victim and the perpetrator
- The consequence applied to the perpetrator will be dependent on the nature of the incident
- Where it is deemed necessary for mediation, the victim and perpetrator will come together, facilitated by a member of staff. If possible, the victim should tell the perpetrator how they felt. The perpetrator should respond appropriately saying why they did/said what they did/said. Parents/carers will not sit in on the mediation session as it is meant for the children and to deepen their understanding of right and wrong
- Appropriate support will be provided

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