



Ditton C of E Junior School

Behaviour & Anti-bullying Policy

Agreed by Full Governing Body

3rd March 2022

Updated November 2020 by Interim HT and SLT

Shared with parents November 2020

Updated February 2022 by Acting Deputy Headteacher

Aims:

The aims of our Behaviour and Anti-Bullying Policy are:

- To build self-esteem, positive attitudes and a feeling of belonging.
- To communicate the characteristics, values, attitudes and aspirations of the school.
- To clarify the expectations of behaviour for all members of the school.
- To make the rules clear, explicit and easily understood.
- To communicate each individual's role in support of the management of behaviour so that the approach is consistent, and staff are supported in carrying out their role.
- To reward good behaviour through positive reinforcement.
- To manage behaviour effectively throughout the school with clear and consistent processes.
- To manage behaviour consistently and fairly throughout the school.

Ditton Juniors is a Church of England school and as such our overarching curriculum vision that;

We will provide a happy, safe and stimulating learning environment rooted in Christian values. We recognise that the potential of every child is limitless. We will offer opportunity now and for the future that they may grow as lifelong learners, developing empathy, responsibility, perseverance and respect. We strive for excellence in order that our children can play and work together, overcome challenges, seek opportunities, and aim high, and that we as educators build strong partnerships between ourselves, partners and parent.

This is followed by our Christian vision which states,

Our school vision is to embody the words of Jesus in the bible verse John 10:10

“I have come that they may have life and live it to the full”

This embodies the words of Jesus in the Bible verse John 10:10 and for us this really means exploring with, and for, the children, all the opportunities school can provide to offer the fullest of lives.]

Expected Outcomes:

- Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- Pupils will take responsibility for their own actions.
- Pupils will show development of self-esteem and self-discipline.
Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.

Statement of Values:

We achieve the above through underpinning all of our work with our core values of empathy, responsibility, perseverance and respect.

At Ditton C of E Junior School, we firstly recognise that all adults must act as positive role models in their own behaviour and actions. Recognising and rewarding pupil's achievements and successes, both in and out of school allows children to feel that they are valued members of our school. All staff must have high expectations of good behaviour and be actively involved in rewarding positive behaviour.

Through fairness and consistency, we will develop and maintain pupils with high expectations of their own behaviour and that of others.

To proactively ensure good standards of behaviour, we need to ensure; high quality and uncluttered learning environments, well planned and engaging lessons, consistent use of praise and parental involvement in celebrating positive achievements.

Staff need time to investigate, listen and support pupils in making appropriate choices. No child should feel they have been denied a chance to put their 'truth'. Ensuring rewards and privileges outweigh sanctions will add to a calm, structured response to behaviour miscues. It will allow children the chance to adapt and improve their behaviour.

Behaviour

Creating a positive ethos

The physical environment and the way that adults, role-model/engage with pupils directly impacts on the self-esteem, confidence and motivation that a pupil has. That in turn impacts on the pupils' behaviour. Therefore, at Ditton Junior School we set high expectations to ensure pupils from all social, cultural and religious backgrounds feel valued. We strive to ensure that;

- Classrooms are tidy, well organised and clearly labelled
- All displays celebrate high quality learning from all abilities and backgrounds
- Teaching resources are of good quality, adequate in quantity, visually stimulating and large enough for pupils to see/access/manipulate easily
- Lessons are well planned for all abilities and delivered in a confident, enthusiastic and fun way
- All adults constantly and consistently praise the class, as well as the individual child
- We have carefully explored ways to send positive praise and feedback home regularly.
- Adults avoid shouting and never publicly embarrass a pupil, choosing instead to use positive language, consistent and only refer to the negative behaviour, not the child personally
- Pupils are constantly informed about how successfully they are achieving academically and socially
- All staff promote restorative behaviour practises and use agreed scripts to maintain a calm and consistent response in class and at play to children's miscues or misbehaviour.

Teaching positive behaviour

The best way to teach positive behaviour is through our own behaviour as role models and praising pupils who display the expected behaviour.

Pupils learn good behaviour through the teaching of our **Golden Rules**.

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen
- We are honest
- We respect others

The Golden Rules are reinforced in PSHE lessons and collective worship and are the day-to day

expression of our Christian school values; respect, responsibility, empathy and perseverance.

During PSHE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. Teachers constantly strive to support all pupils to raise self-esteem, boost confidence, deal with friendship issues and issues such as bullying and racism.

Collective worships are used to explicitly teach our school values, additional Christian values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

Rewards :

Our school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the real rewards come from effort, supported by the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. We strive to ensure the giving of rewards is balanced, fair and equitable, and that children are often guided by positive restating of golden rules e.g., thank you for active listening.

Strategies used for the encouragement of positive behaviour: -

- Verbal praise and positive body language.
- Individual Dojo points
- Sending pupils to subject leaders/other classes with good work
- Wow work celebration display
- Treat Tokens
- Headteachers award stickers for outstanding achievement
- Structured playtimes and lunchtime with an array of engaging activities
- Class worship
- Headteacher Newsletter Announcements
- Celebration Worship links to values and Flourishing Awards are given to chosen children for specific achievements over a weekly period
- Awarding children with medals/certificates from interests outside of school during celebration assemblies
- Stickers (including playtime and lunchtimes)
- Certificates
- Reading Rewards
- Internal sporting Awards
- Times Tables Certificates
- Moki Winner Rewards
- Attendance/Lateness Trophies
- Dojo Announcements
- Informally speaking to parents at the end of the day to praise their child
- Termly attendance certificates

Dojo Reward System

We are also currently using the Team Dojo reward to reinforce positive behaviour in school. All pupils are allocated a team when they join the school and remain in that team until they leave. The four teams are as follows:

Holt – green

Bradbourne – blue

Cobdown – red

St Peters – yellow

Captains are allocated for each team from Year 6 through a democratic voting system. Pupils can be awarded team dojo points from any member of staff for their good behaviour, efforts and achievements in increments of 1 or 2 depending on each adult’s judgement and very rarely 3 in exceptional circumstances. Children can also lose Dojo points for not following the school golden rules, which can include being disrespectful, being off task or hurting others which will be addressed by using the behaviour ladder. Team dojo points are collected every week on a Friday and the top child from each class with the most points are rewarded with a certificate in Celebration Worship alongside a “Treat Token” which they can exchange with the Assistant Headteacher for a small prize to accompany their certificate. The names of these children will also be acknowledged in the Headteacher’s newsletter.

Each week, every child’s total Dojo points will be collated and recorded by the Assistant Headteacher. All these totals will be added together week on week and at the end of Terms 2, 4 and 6 there will be a whole school rewards afternoon to celebrate the achievements of each child. There will be a scale of reward activities on offer with an example set out below;

Lead Adults	Dojo Points	Activity
Mrs Moon	Zero or Negative Points	Usual school work
Miss Nazer / Miss Hindry	0 – 50	Mindfulness Colouring
Miss Nichols/Year 6 TA	50 – 100	Board Games
Mrs Couchman / Miss Ford	100 – 150	Art and Crafts
Miss Semark / Mr Coleman	150 – 200	Sports Activities
Mr Hawkins	200 – 250	DVD and popcorn
Mr Green / Mrs Thomas	250 – 300	Free Choice in the computer suite
Miss Master / Miss Beadle	300 – 350	Afternoon Tea
Miss Baker /Mrs wood	350 - 400	Cinema Trip

Reward afternoon options will change at Terms 2, 4 and 6 to ensure that children will be given a wide variety of options.

Whole School Behaviour Management Approach and Consequences

All Teachers and support staff are expected to use the Behaviour Ladder approach for dealing with most cases of inappropriate behaviour. Every classroom has a large copy of this displayed and it is used rigorously and consistently.

Behaviour Ladder – Inappropriate Behaviour and Consequences



1. All children begin each new day on the green middle rung – “ Ready to Learn”
2. If a child displays any behaviour that is deemed unacceptable, then their name will be moved down to the lime green rung of the ladder entitled “Warning” and a verbal warning will be issued with an explanation.
3. Child returns to his/her learning with an apology and a verbal reminder of expected behaviour and teacher looks to praise good behaviour quickly.
4. If a child continues to display any behaviour that is deemed unacceptable, then their name will be moved down to the yellow rung of the ladder entitled “Time out in Class” and time out will be given in a specific space within their class or area (if outside) for a maximum of ten minutes. **This will also result in losing 1 individual Dojo point.**
5. Child returns to his/her learning with an apology and a verbal reminder of expected behaviour and teacher looks to praise good behaviour quickly.
6. If no improvement in behaviour is seen and the child continues to display behaviour that is deemed unacceptable, then their name will be moved down to the orange rung of the ladder entitled “Time in out in Year 3/4/5/6”. They will then be sent to their designated partnering class to have time out for a maximum of 15 minutes. **This will also result in losing 1 more additional individual Dojo point.**
7. Child returns to his/her own classroom to resume learning with an apology and a verbal reminder of expected behaviour and the severity of reaching the final rung of the ladder. The teacher then looks to praise good behaviour quickly.
8. If no improvement in this behaviour is seen, a child will be moved down to the red final rung of the ladder entitled “SLT/Parent Discussion.” The teacher informs the child that their continued unacceptable behaviour will be discussed with their parent at an appropriate time during that school day. It is then the responsibility of the class teacher to have a telephone or face to face conversation with the parent and to use the agreed script to inform them of the unacceptable behaviour and the previous three opportunities that their child has already been given to reflect and modify this already. The script will explain that if there is no modification and improvement shown then the next stage of the school behaviour policy is that their child will be put onto a 5 day **Behaviour Target Tracker**. When the child reaches this final stage of the behaviour ladder, they will be expected to use 20 minutes of their own time at break time/lunch time for reflection to set a personal target. **At this point the teacher that is dealing with the incident will record the details on the electronic CPOMS behaviour log. This will also result in losing 1 more additional Dojo point..**
9. All children start each new lesson afresh on the green rung of the ladder entitled “Ready to learn” and so steps 2 to 8 are repeated. If the same child reaches the red rung of the ladder again, then the child will trigger a 5 day **Behaviour Target Tracker**. The class teacher will discuss this with the Assistant Headteacher and together they will agree appropriate targets so the Assistant Headteacher can produce a personalised BTT. An additional telephone/face to face conversation will take place with the child’s parents by the class teacher. The teacher will inform the parent that their child is now on a BTT for 5 school days, they will use the agreed script to explain the process and confirm that record sheets will be sent home at the end of the 5 days. **At this point also the Assistant Headteacher will record the details on the electronic CPOMS behaviour log.**
10. If a child reaches the red rung of the ladder for the third time then this will trigger a 10 day **Behaviour Target Tracker**. The class teacher will discuss this with the Assistant Headteacher

and together they will agree appropriate targets and the Assistant Headteacher will produce another personalised BTT. A telephone/face to face conversation will take place with the child's parents by the Assistant Headteacher. The AHT will inform the parent that their child is now on a BTT for 10 school days. They will explain the difference in process from the previous BTT and how their child will be reporting to SLT/Assistant headteacher three times per day to monitor and reflect on their behaviour. Again, parents will be informed that record sheets will be sent home at the end of each week and parents will be told about the next stage of the behaviour policy, which is where they will be invited to a formal meeting with the Headteacher and furthermore serious consequences will be discussed. **At this point also the Assistant Headteacher will record the details on the electronic CPOMS behaviour log.**

11. In the incidence of a child reaching the red rung of the ladder for a fourth and final time, the child will be sent to the Headteacher, who will also discuss the unacceptable behaviour with the child and review the electronic CPOMS behaviour log and previous BTTs, to determine frequency and patterns of behaviour for the said child. The Headteacher will arrange a meeting with the child's parents to decide strategies which can be implemented to improve behaviour. A behaviour support plan is to be the likely outcome at this point and these are reviewed every 4-6 weeks. Parents will be informed at this stage that exclusion and reduced timetables (removal from school at lunchtimes) will be considered if appropriate, and outside agencies may be involved. **At this point also the Headteacher will record the details on the electronic CPOMS behaviour log.**
12. NB For any incident where a child has physically hurt another person, then this child will be moved immediately to the red rung of the behaviour ladder entitled "SLT/Parent Discussion." (see step 8 above)

The teacher informs the child that their physical behaviour is unacceptable and this will be discussed with their parent at an appropriate time during that school day. It is then the responsibility of the class teacher to have a telephone or face to face conversation with the parent about the unacceptable act of physical aggression/violence. The class teacher must be clear that we will not tolerate this behaviour and if there is no modification and improvement shown, then the next stage of the school behaviour policy is that their child will be put onto a 5 day **Behaviour Target Tracker**.

When the child reaches this final stage (red rung) of the behaviour ladder, they will be expected to use 20 minutes of their own time at break time/lunch time for reflection to set a personal target. **At this point the teacher that is dealing with the incident will record the details on the electronic CPOMS behaviour log. This will also result in losing 1 additional Dojo point..**

Playground (lunch time/morning break)

1. Use the restorative justice script card to address behaviour. Give a warning to the child that their behaviour needs to be modified.
2. Time out in the Time out zone area of playground for five minutes.
3. The child returns to playtime with an apology and a verbal reminder of expected behaviour and adults look to praise good behaviour quickly.
4. Continued or more concerning behaviour at playtimes should be met with a discussion about golden rules and then children should be asked to miss a ten-minute chunk of play either

immediately or at the next available playtime/lunchtime. This will be in the time out zone on the playground. **It will also result in losing 1 individual Dojo Point.**

5. If behaviour miscues at playtime/lunchtime still persist, staff on duty will ensure that the child misses a twenty-minute chunk of play either immediately or at the next available playtime/lunchtime. This will be outside the school office on the time out chair. **This will result in the child losing 1 individual Dojo Point. At this point the adult that is dealing with this needs to record the details on the electronic CPOMS behaviour log.** The child will be warned that if behaviour is not modified then a 5 day **playtime BTT** (Behaviour Target tracker) will be put in place.
6. If behaviour miscues continue then the child will be put on 5 day **playtime BTT (Behaviour Target tracker)**. The class teacher will need to be informed and together with the Assistant Headteacher, they will agree appropriate targets so the Assistant Headteacher can produce a personalised playtime BTT. A telephone/face to face conversation will take place with the child's parents by the class teacher. The teacher will inform the parent that their child is now on a playtime BTT for 5 school days, and they will use the script to explain the process and confirm that record sheets will be sent home at the end of the 5 days. **At this point also the Assistant Headteacher will record the details on the electronic CPOMS behaviour log.**
7. If a child's behaviour has not improved after this initial BTT then a 10 day playtime **Behaviour Target Tracker** will be initiated. The class teacher will discuss this with the Assistant Headteacher and together they will agree appropriate playtime targets so the Assistant Headteacher can produce an individualised playtime BTT. A telephone/face to face conversation will be had with the child's parents by the Assistant Headteacher. The AHT will inform the parent that their child is now on a playtime BTT for 10 school days. They will explain the difference in process from the previous playtime BTT and how their child will be reporting to SLT/Assistant Headteacher on a daily basis to monitor and reflect on their behaviour. Again, parents will be informed that record sheets will be sent home at the end of each week and parents will be told about the next stage of the behaviour policy which is where they will be invited to a formal meeting with the Headteacher and furthermore serious consequences will be discussed. **At this point also the Assistant Headteacher will record the details on the electronic CPOMS behaviour log.**
8. If behaviour persists after a ten day playtime BTT, the child will be sent to the Headteacher, who will also discuss the unacceptable behaviour with the child and review the electronic CPOMS playtime behaviour log and BTT, to determine frequency and patterns of behaviour for the said child. The Headteacher will decide the next sanction which will include a meeting with parents to decide strategies which can be implemented to improve playtime behaviour. A behaviour support plan is the likely outcome at this point and these are reviewed every 4-6 weeks. Parents will be informed at this stage that exclusion and reduced timetables (removal from school at lunchtimes) will be considered if appropriate, and outside agencies may be involved. **At this point also the Headteacher will record the details on the electronic CPOMS behaviour log.**

Incidence of BTTs will form the basis of our reporting termly to governors on behaviour standards and improvements. This will be managed by the Assistant Headteacher.

During any stage of behaviour management, teachers may decide to meet parents informally.

There will be a small proportion of children with specific needs who may sit outside of using this

behaviour strategy and a more bespoke approach, in consultation with the class teacher/ SENCO, will need to be adopted.

All staff will agree a **standard script** for dealing with any behaviour miscues in their classes. Children should get used to this and it should help staff remove emotion from behaviour miscues. An example of this would be;

“(Child’;s name – address them directly, calmly and respectfully – I notice you are not following our golden rules. I would like you to..... – Thank you.”

Or

“(Child’;s name – address them directly, calmly and respectfully – You are continuing to not follow our golden rules, despite being asked politely. I am now going to move you down to the next stage of the behaviour ladder and I would like you to reflect on this and improve this to demonstrate the behaviour that we expect in our classroom. Thank you.”

Educational Visits

When learning outside the school environment, our consistent behaviour management is still expected.

- 1) Verbal warning with explanation – child told of consequence of not modifying their behaviour.
- 2) Time out in specific area for five minutes.
- 3) Child returns to group with an apology and a verbal reminder of expected behaviour and adults looks to praise good behaviour quickly.
- 4) If behaviour continues, a member of SLT will be contacted and arrangements will be made for SLT to attend wherever possible. A conversation will take place between the child and the member of SLT where the situation will be investigated. If it is deemed that unacceptable behaviour has occurred, the member of SLT will contact the parents of the child and advise them of the incident that has occurred, and they will be required to come and collect the child and remove them from the school trip. At this point also the member of SLT dealing with the incident will record the details on the electronic CPOMS behaviour log.
- 5) If behaviour is felt to be consistently unsafe the parent may be asked to accompany on next trip or alternative arrangements will have to be made.
- 6) An informal meeting with parents and the teacher may be requested at any time during this process.

Response to Particular Needs:

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as Early help etc. However, we recognise that many children with additional needs require the security of boundaries and the same expectations for behaviour.

Some children will need individual behaviour ideas such as:

- Time out cards – child able to go to an agreed ‘chill out area’ at times of high anxiety.
- Individual sticker/behaviour chart
- Social story
- Individual visual timetable
- Home/school books – use of charts to assess each session of the day.
- The class teacher will discuss these with the child and the parents/carers following a discussion with a member of SLT
- Use of Zones of Regulation for management of emotions.

Procedures for Fixed term exclusions from school

Following the Education and Inspection Act 2006, our school closely follows government guidance on exclusion from schools: http://www.teachernet.gov.uk/whole_school/behaviour/exclusion/2008guidance/

The office hold a standard letter to send to parents when an exclusion is necessary. Generally fixed term exclusions start at one day or a half day and will increase to two or three days at a time if there is little improvement in what will be extremes of behaviour miscues. This must be sent to parents to inform them of where work can be found for an absent child. In addition the staff member needs to fill in a referral to www.kelsi.org.uk/Go to PIAS button.. This will require some admin work so be prepared to ask office staff for help.

Monitoring

All staff are responsible for recording behaviour incidents on CPOMS electronic behaviour log and these will then be monitored and discussed at SLT Meetings and by the governing body to ensure consistency and recommendations for further improvements.

It is the role of the governors to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Governors at DJS will also receive regular reports on the incidence of usage of Behaviour Target Trackers to provide quantitative data for improvement.

All letter templates are saved on the school system and copies of letters sent to parents are kept in pupil files.

It is the role of the Behaviour Lead (K Moon - Assistant Headteacher) to ensure that;

- All members of staff have read and understood the school behaviour policy.
- The agreed whole school behaviour management approach system is being implemented by all members of staff consistently and effectively.
- All incidences that have been referred to SLT or Headteacher/Deputy Headteacher are recorded electronically on the behaviour log.
- Update the behaviour milestones section of the school plan on a termly basis ready for governor analysis.

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives

recommendations on how the policy might be improved.

Anti-Bullying

This section of the Behaviour and Anti-bullying policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2019 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

1) Policy objectives:

- This policy outlines what Ditton CE Junior School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Ditton CE Junior School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Code of conduct
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies
- Relationships and PSHE Policy

3) Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2015 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.

- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5) Definition of bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics): Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

Ditton CE Junior School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to

develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour section of this policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be supported by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, behaviour charts, action plans with parents and fixed-term or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing bullying

Environment – In line with the Church of England's document "Valuing all God's Children", 2019, we believe that:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's action planning.

The Headteacher will be informed of bullying concerns, as appropriate.

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Richard Sutton-Smith Interim Headteacher

Kelli Moon Acting Deputy Headteacher