



**INSPIRE**  
PARTNERSHIP

# Positive Behaviour Policy





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## **1. Rationale**

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to choose responsible and respectful behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

## **2. Introduction**

Grove Lea Primary School is committed to creating a culture where excellent behaviour is at the heart of productive learning, building excellent behaviour for community, for life. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, be respectful towards others and encourage others to do the same. All learners are treated fairly, shown respect and given help to take control of their own behaviour and be responsible for the consequences of it. Our behaviour policy guides staff to teach self-discipline and to ensure that excellent behaviour is a minimum requirement. It echoes our core values with an emphasis on being ready to learn, and building a community which values kindness, compassion, diversity, resilience, self-discipline and empathy for others.

## **3. Aims of the policy**

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. Instead we operate a system of choice where children share pupil voice on the correct consequence of their own actions with the support of the staff member. It allows children to make a personal decision about the type of behaviour they will choose in the full knowledge of the consequences of their choice.



6. We employ 'Solution Focused' approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Use of Reasonable Force DfE.
8. Teachers, Learning Mentor and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of their teacher & pupil expectations displayed in class.
10. Staff will work closely with the SLT, SENCo and Learning Mentor to ensure that pupils at risk receive specialist support when necessary.

#### **4. The Pocket Principles**

At Grove Lea Primary School, we have three simple principles that underpin our behaviour policy – Ready, Respectful & Safe.

We also follow the South Hiendley Steps of **Excellent Walking, Excellent Listening & Excellent Manners**.

Each of these principles are designed to be easy to understand for all children, parents and stakeholders, so that our school community upholds these principles consistently.

<b>What are the 3 Pocket Principles?</b> <ol style="list-style-type: none"><li>1. Ready</li><li>2. Respectful</li><li>3. Safe</li></ol>		
<b>What are the 3 Excellent Behaviour Principles? (South Hiendley Steps)</b> <ol style="list-style-type: none"><li>1. Excellent Walking</li><li>2. Excellent Listening</li><li>3. Excellent Manners</li></ol>		
<b>Excellent Walking is:</b> Face forward Arms by our sides Walking calmly and quietly	<b>Excellent Listening is:</b> Face forward Answer questions Track the speaker	<b>Excellent Manners is:</b> Greet each other politely Say please & thank you Use patience & empathy
<b>Staff Commitment</b>		<b>How do we show recognition?</b>



<p>We will:</p> <p>Apply the behaviour policy fairly and consistently.</p> <p>Adopt a warm strict approach to behaviour management.</p> <p>Teach and model positive behaviour and relationships.</p> <p>Refer to “Ready, Respectful and Safe”.</p> <p>Remind children of the criteria for each of the Excellent Behaviour Principles.</p> <p>Recognise children making the correct choices and show our approval promptly.</p> <p>Adapt the ways we give praise to meet individual needs.</p> <p>Never ignore or walk past learners who are behaving incorrectly.</p> <p>Communicate &amp; liaise with parents/carers &amp; other agencies, in line with the policy.</p>	<p>We will :</p> <p>Give smiles &amp; thanks</p> <p>State “Excellent Walking, Excellent Listening, Excellent Manners”</p> <p>Give verbal praise for excellent behaviours</p> <p>Give dojos</p> <p>Give stickers</p> <p>Share recognition awards in assembly</p> <p>Share recognition with parents</p>
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## 5. Parent / Carer Expectations

It is expected that all parents/carers will:

1. Understand the school’s behaviour policy & reinforce at home.
2. Inform the school of any changes in circumstances that may affect their child’s behaviour.
3. Discuss any behavioural concerns with a key member of staff promptly and attend review/reintegration meetings as required.
4. Be a positive role model for their child, promoting our Pocket Principles of Ready, Safe, Respectful.
5. Be aware of the need to be polite, courteous, respectful to everyone on the school site, forging positive, supportive and respectful relationships with all staff. (See parent code of conduct policy).



6. Ensure their child is ready to learn. They can do this by, making sure that their child arrives on time and is prepared to learn, encouraging their child to want to learn and to meet high expectations.

## **6. Governor Expectations**

- To review the behaviour policy annually
- Be a positive role model
- Support the school in its efforts to promote good behaviour
- Be aware of the school rules and expectations.

## **7. Challenging Behaviour**

Occasionally children will show more challenging behaviour and do not follow the behaviour set out at Grove Lea Primary School. This could be disrupting the learning of others, showing disrespect to adults and other children, hurting other children or adults verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform the Senior Leadership Team as soon as they become concerned that the child is not responding to their high expectations and we will implement the Consequence Flow Chart.

At this stage parents may be called into school for a meeting with the class teacher and a member of SLT. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term exclusion. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from learning
- Lost learning time made up after school
- Team around the child meeting including SENCo, Learning Mentor &/or Lead Behaviour Professional
- Referral to external support agency
- Structured timetable for lunchtimes
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

## **8. Whole School Approaches**

When adults require the attention of our children, the adult will ask for a 'Team Stop' and hold their hand up to show this. This helps to ensure that we have a calm and purposeful environment at all times in school so that time is spent ensuring quality-first



teaching and learning for all of our pupils.

Emotion Coaching is embedded in our school practice to help children to:

- Regulate, improve and take ownership of their behaviour
- To calm down and better understand emotions
- Accelerate academic progress
- Practitioners to be more sensitive to children's needs
- Create more consistent responses to children's behaviour
- Practitioners to feel more 'in control' during incidents
- Promotes positive relationships between adults and children

(Rose et al, 2015 & Gus et al 2017)

**In the Early Years, we encourage positive behaviour by:**

- Using praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards
- A system with a sunshine, rainbow and cloud to promote positive behaviour
- Dojo points are awarded to children for good behaviour.
- If appropriate, we refocus the child's attention on another activity and then praise immediately
- We focus on activities and routines that encourage sharing, negotiation and co-operation
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting
- We help the children to understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children
- Our weekly achievements are celebrated through our star of the week, helping hand class monitors, rewards at the end of the week

**Our whole school traffic light system:**

We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' from the immediate situation giving the child time to reflect and support to self-regulate (using our reflection / calm areas)





In each class we use traffic lights to support behaviour management.

**Green-** The child is demonstrating behaviour in line with all rules we expect in school

**Amber-** To be used if a child is not demonstrating behaviour expected in school (after being given a warning)

**Red-** Children will move to red for more serious incidents, or persistent amber behaviours

### **In KS1 we encourage positive behaviour by:**

Using Class Dojo points to reward good learning behaviours. Each week a Dojo Champion will be awarded in the special assembly.

Children will first be given a verbal warning. If the child continues to show poor behaviour, they will be verbally told that this is an Amber warning.

Following this, if the child continues to show poor behaviour, they will verbally be told it is a Red traffic light and will miss their playtime and their parent will be informed. All red light incidents will be added onto CPOMs

### **In KS2 for dealing with inappropriate behaviour we use a variety of strategies:**

Just like KS1, we encourage and promote positive behaviour using Class Dojo. The child with the most Dojo points will be awarded a certificate in the special assembly.

For children who choose not to follow the School Rights, we have the following in place:

- Firstly, giving a verbal warning ensuring the adult is clearly reporting to the child what they wish for them to address
- giving another warning and informing children they are 'Amber'
- If another warning is needed, the child will be informed they are now on Red, resulting in them missing their next playtime and a Dojo message will go home. All incidents will be recorded on CPOMs to allow the safeguarding team to track and monitor.
- If a child appears on red 3 times within a 2-week period, then the parent will be invited to attend a meeting in school. A behaviour plan may be put in place to support the child.
- If a child goes onto red and then continues to display poor behaviour, the child will be sent to another classroom or to a senior member of staff.
- If a child's behaviour changes or shows signs of concern, then parents will be contacted and a meeting will be arranged with the class teacher/learning mentor.





If, after this, there is again no improvement, then a member of the senior management team will become involved.

- Separate risk assessments are created and used to ensure pupil's needs are met and challenging behaviour is dealt with appropriately and effectively.
- If a child behaves in a way which puts themselves, another child or member of staff at risk, a member of senior management will be contacted immediately to assist. Parents/carers will be contacted as soon as possible to discuss next steps.

For all children with 'Red' behaviour a STAR- (Setting, Trigger, Action, Response) will be recorded on CPOMs. This will enable the analysis of assessing what happens before, during and after an episode of behaviour.

CPOMs is monitored weekly by Leaders and the Safeguarding Team.

### **Strategies for Managing Outside Behaviour**

All systems used in classrooms are also extended to break and lunch times. Children may be given some 'cool down' time by standing at the side of the playground. Any member of staff in response to inappropriate behaviour can initiate this. Lunchtime supervisors and on duty teaching staff are responsible for maintaining these systems throughout break and lunch times and feedback to staff via our behaviour handover points.

- A warning should be given quoting the rule being broken and will be reminded of expectations.
- If the child continues, a cool down will occur where they will stand next to the adult on duty
- For red behaviour -The child's name will be recorded within the book which will then be reported onto CPOMs and parents will be informed.
- Any incidences of verbal or physical aggression will result in the child being sent in immediately; bypassing the warning stages. They will then miss playtime for the rest of the day. A suspension will also be considered.

### **If a child is reluctant to go inside (breaktimes/lunchtimes/outdoor PE):**

- the adult should take a non-confrontational stance;
- the child should be given a time limit to do as asked;



- the Head of School or member of SMT should be informed if the child does not meet the timed deadline;
- A senior member of staff will be sent for to assist.

Any injury to a child or adult as a result of physical aggression will result in parents being requested to meet with the teacher/Senior management team. The child will be sent to supervised reflection. Reports will be taken. The incident could result in suspension.

Parents will be included in the management of their child's behaviour if there are persistent problems.

Parents who are concerned about any incidents involving their children should discuss them with the class teacher first. If parents are still unhappy they can then arrange a meeting with Key Stage Lead. If this is exhausted a meeting with the Deputy head would be the next step before finally meeting with the Executive Head.

Behavioural and friendship issues outside of school are the parent's responsibility, as they are difficult for school to resolve. However, any parents who need help will be supported by the school.

## **9. Individual behaviour management systems**

As an inclusive school, we are aware that whilst our behaviour system will meet the needs of the vast majority of our children, it may not be suitable for every child. Teachers will work with these children to agree on an individual behaviour system, which will work alongside our whole school expectations incorporating the same principles.

### **Transition:**

- In the summer term, all children spend time with their new teacher to build positive relationships with the new member of staff.
- Parents are invited to a meeting with the new teachers (in EYFS, Y1 and Y3) to address any areas of concern regarding the transition, especially to a new Key Stage.
- Year 6 children visit their new school and spend at least 2 days there. For children who need more time, this can be arranged and we will contact parent/carers if this is the case.
- High school representatives visit school so they can meet the children and discuss the children moving up.
- Within school, staff have opportunities to transfer information both academic and social. This helps to make sure all staff are clear of cohort and individual needs.



- SEN children have additional meetings. This includes children who have 1 to 1 adult support, meeting and working with their new assistant in the Summer term before the following September. Parents/carers are also invited in for meetings to discuss future targets, meet the new teacher and new classroom assistant, if changed. The Special Needs Coordinator leads meetings.

## **10. Consequences**

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where possible children decide their own consequences with an adult guiding their decision.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents and carers will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences:

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime

## **11. Positive Handling**

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe



outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

## **12. Inappropriate Behaviours**

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- 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

To cause personal injury to, or damage to the property of any person (including the pupil)



The school also prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone and hand it to the teacher for safe keeping during the school day and collect at 3:15pm.

### **13. Safeguarding**

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)- All incidents of bullying are taken seriously by the school and will be dealt with rapidly. A “no-blame” approach is taken until facts are established through discussions with all concerned. Parents will be involved and a formal record of the incident will be made. This will be followed up until the problem is resolved (see Anti-Bullying Policy in appendices).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment- Following safeguarding training and new documentation by the DfE, the school has a duty of care to safeguard all children against sexual violence and harassment. Any incidents will be dealt with immediately, following the Safeguarding Policy. All incidents will be recorded on CPOMs.
- Sharing of Nudes/Semi Nudes - All staff are clear of the procedures for any disclosures made on nudes/semi nudes pictures being taken. Staff must not ask to see/copy any images nor ask the parent or child to delete them. Any incidents must be reports to the DSL immediately and recorded on CPOMs. More information can be found on the sheet located in the staffroom, ‘UK Council for Internet Safety- Sharing nudes and semi nudes: how to respond to an incident’
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.



Complaints and allegations: If a complaint is made against a member of staff, then the school complaints policy will be followed.

## **14. Fixed Term Suspension**

Suspension from school for a fixed time period is a formal step taken when the Head of School considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Head of School. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England.

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to suspension.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

### **The purpose of exclusion may be to allow:**

- a cooling off period
- time for thought and discussion
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Head of School may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

## **15. Permanent Exclusion**

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:



- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Head of School, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

**At the Exec Head/ Head of School's discretion, a case conference may be organised.**

The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

### **Notifying appropriate bodies regarding exclusions**

The Exec Head/ Head of School must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test







3	Following 4 week Monitoring and if there is no improvement	Consideration for child to work in a smaller space/different classroom Continued work with Learning Mentor Weekly meetings with child, parent, teacher and a member from SLT to determine review and look at any further action (Again meetings to be logged on CPOMs- 'Behaviour Related Log' Help sought from outside agencies if thought appropriate.	Class teacher SLT Parents Outside agencies - if appropriate
4	No improvement in the above behaviour, with the result of serious risk or high-level incident leading to immediate sanction 4	Exclusion – fixed or permanent Inform Chair of Governors Inform LA Arrange meeting with parent/Carer to discuss the exclusion and to state the school's behaviour expectation Arrange a welcome back meeting with Parent	All parties previously involved.



## **Appendix 1: Formal Behaviour Meeting proforma**

### **FORMAL BEHAVIOUR MEETING**

<b>Name of pupil:</b>		<b>Date of meeting:</b>	
<b>Year:</b>		<b>Attended by:</b>	

Reason for meeting: (issues/ triggers)

What would improvements in this look like (refer to Pocket Principles)?

What support will the school provide?

What support will parents / carers provide?

**Review date** \_\_\_\_\_

**To be completed at review:**

What improvements have been evidenced (refer to targets set above)

**Further action:**      **No further action OR behaviour contract to be put in place**



## **Appendix 2: Behaviour Support Plan**

### **BEHAVIOUR SUPPORT PLAN**

<b>Name of pupil:</b>		<b>Date started:</b>	
<b>Year:</b>		<b>Written by:</b>	

**Background and current support:**

**In the classroom:**

**External Interventions:**

### **Why has behaviour support plan been put in place?**

Parents of pupils on a behaviour support plan will be expected to support the school and the sanctions in place as required.

Parents will have a weekly discussion with a member of staff during the period that their child remains on this plan.

Child's targets	Support from school

### **Behaviour policy and sanctions:**

If I....	Then I will.....

**Support plan agreed on:**

**Signed by parent:**

**Signed by Head of School:**



## Appendix 3: Positive Handling Plan

Individual Positive Handling Plan

Name:		Completion Date:	
Year group:		Completed by:	
Environments & Triggers			
Describe the situations which have or may lead to an incident occurring:			
Behaviour & Risk			
Identify and describe the type of behaviour to be managed			
Verbal Abuse	Spit	Slap	Pinch
Punch	Kick	Clothing grab	Arm grab
Body holds	Hair grab	Neck grab	Bite
Weapons/Missiles thrown	Self Harm	Other	
Description of behaviour:			
What is the level of risk associated with the behaviour:			
Low	Medium	High	
Prevention			
Describe any changes to routines, personnel or environment which may reduce the likelihood of a serious incident occurring.			
De-escalation – Build Up / Pre-incident			
Verbal advice and support	Use	Avoid	Contingent Touch
			Use
			Avoid

Individual Positive Handling Plan

Firm clear directions		CALM talking / Stance	
Negotiation		Time Out	
Limited Choices		Withdrawal	
Distraction		Consequence	
Diversion		Humour	
Reassurance		Success Reminders	
Planned Ignoring		Other	
Describe interests, words, and objects etc which may divert attention from, or diffuse, an escalating situation.			
Restrictive Physical Intervention (RPI)			
Identify the agreed RPI to be used in response to the specified behaviour.		Use	Avoid
Steer Away (Caring C's – One Person)			
Friendly Hold (Two Person)			
Standing Single Elbow (Two person)			
Figure of Four (Two person)			
Standing Double Elbow (Two Person)			
Sitting Single Elbow (Two person)			
Changing Face / Colleague Help Script			
Restrictive Physical Interventions Not to Be Used			
As a result of the Person's health or past experiences are there any Restrictive Physical Intervention techniques which should not be used with the individual?			
Technique Not To Be Used		Reason	

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## **Appendix 4 - Anti Bullying Policy**

### **1. Statement of Intent**

- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour and ensure that students are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- To engage with all members of the school community to ensure that we create a learning environment in which bullying will not be tolerated.
- To update and review our practices regularly, informing parents of any changes made to our anti bullying policies or procedures, and signposting them to any useful resources

### **2. Defining Bullying**

Bullying is: “Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally” (DfE definition).

The various types of bullying are:

- Verbal bullying - involving name calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so called ‘cyber bullying’); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour.
- Physical bullying - consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.
- Indirect bullying - involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.
- Cyber bullying - is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. The following policies should also be considered when dealing with Cyber bullying – Staff Code of Conduct Policy and Social Media Policy.



### **3. Procedures for Reporting Bullying Incidents**

All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone else is being bullied. Incidents of bullying will be dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the academy to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should be reported on CPOMS and the appropriate personnel tagged.

#### **Staff suspecting an incident of bullying should:**

- reassure the young person that their concerns are being taken seriously and will be investigated.
- avoid labelling students as 'a bully' and 'a victim' – after an incident both students may need support to rebuild and reinforce self-image and esteem or restorative facilitation.

The member of staff will record the incident details on CPOMS.

All reported incidents of bullying should be investigated and details of all actions taken will be recorded. Parents of both parties will be contacted and updated on progress made.





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