



Soudley School Behaviour, Bullying, Hate and Exclusion Policy
Updated Feb 2023

Respect for ourselves, each other and our environment

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

The school expects the highest standards of staff and expects all to fulfil the responsibilities of job descriptions.

We consider that as a minimum, we will be polite, calm and well-mannered to others. We will speak appropriately, with consideration, dignity and respect.

We will be helpful to all stakeholders and afford them equal kindness, thoughtfulness and support.

It is our job to support our children and make it work for them; accordingly we work with and support the community to enable this.

UNICEF Rights of the Child (Rights Respecting Schools Association):

- Article 28 Children have a right to an education. Discipline in schools should respect children's human dignity.
- Primary education should be free. Wealthy countries should help poorer countries achieve this.
- Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.
- Article 31 All children have a right to relax and play, and to join in a wide range of activities.

Refer to:

DfE Sept 2022 'Behaviour in Schools'

KCSiE 2022

Early Help Offer

SEN Policy

Child Protection Policy

Health and Safety Policy

HR related Policies (GCC)

Aims and Expectations

At Soudley School we expect the highest possible standards of behaviour from all pupils.

This policy is in line with our aims set out in our Safeguarding and Child Protection Policy: *We believe that the health, welfare and safety of children is paramount and that they have a human right to be protected from abuse of any kind regardless of age, gender, ethnicity, disability, sexuality, gender identity, or beliefs.*

At Soudley School we work together as a community of Learners with our core vision and value:

Respect for ourselves, each other and our environment.

- ❖ This is the expectation we have of all stakeholders and we are committed to working with our school community to ensure it is in our hearts and minds and is at the forefront of our provision.
- ❖ We all work together to develop and share our talents, skills and knowledge
- ❖ We know how to be together
- ❖ We show mindfulness
- ❖ We nurture a sense of being able to make a difference
- ❖ We teach, guide and model good learning and behaviour
- ❖ We develop deep and valued learning, resilient and engaged learners.

- ❖ We have a right to be who we are and we show respect to others.
- ❖ We will build good capacity to share expertise reciprocally with other schools and within our own staff to improve outcomes for children.
- ❖ We will actively promote the idea of global citizenship so that our children are sensitive to others and show respect towards the environment.
- ❖ The school will play a central role within the locality where it makes positive contributions to create a thriving and sustainable community.
- ❖ The school will promote the active engagement of parents with the activities of the school and for them to make positive contributions to their children's education

We use praise and we reward children in their work and play through verbal means, Dojo points, stickers and certificates.

GOOD BEHAVIOURS FOR POSITIVE RELATIONSHIPS, SAFETY AND LEARNING

- There is consistent expectation for good behaviour in the school and it is everyone's responsibility to plan for this to happen. All children have rights and they are all part of a collective responsibility to ensure other children's right can be met.
- This expectation includes good behaviour from all during lessons, lunch, play, clubs and when moving around the school.
- There is a focus on celebrating achievement and rewarding positive behaviour rather than implementing sanctions.
- Soudley School has an established a caring community with mutual trust and respect, where **everyone** is treated fairly.
- We make sure that the influence of some pupils does not affect the teaching and learning of the majority
- We provide a curriculum that is interesting and engaging.
- We ensure our teaching is engaging, has good pace and requires good participation.
- Children should behave appropriately for everyone.
- There is an everyday expectation as to what good behaviour is and this is agreed through **RESPECT**, , Home School Agreement, class room routines and non negotiables.
- There is a clear expectation on staff conduct which is agreed in their job description, Conditions of Employment, Teachers' Standards and the Staff Code of Conduct (was Whistle Blowing) Policy.
- It is our job to support our children and make it work for them; accordingly we work with and support the community to enable this as to what good behaviour and
- Effective teaching empowers the learner; our teaching staff positively and proactively strive to ensure our children increasingly become responsible for their learning
- There is an agreed response to negative behaviour; we have discussed and developed skills and strategies for managing poor behaviour.
- We have effective classroom structures that enable everyone to have an active voice in learning, discussion, questioning, answering eg JIGSAW discussions, Wellbeing Pupil Survey (GCC process) and Pupil Questionnaires
- We offer support through our Pastoral Team, Early Help Offer, Special Educational Needs Coordinator, Child Counsellor and work with outside agencies such as Mental Health Trailblazer, Educational Psychology Service and Families First.

The school has one policy that is set out as a Behaviour Continuum.

This incorporates the Behaviour, Anti-Bullying, Hate and Exclusions Policies.

As the school has its core value at its heart (*Respect for ourselves, each other and our environment*), '*respect*' reminds us how pupils, staff, parents and governors should behave and interact with each other. Everyone understands why it is important and we understand our responsibilities for upholding the value and how this contributes to a calm, thoughtful school community.

The school has an effective offer of **Early Help**; our **Pastoral Team** listen to concerns and works towards solutions both within our community and by engaging other agencies and professionals

Respect for individual differences has a high profile and difference and diversity are acknowledged and celebrated through our JIGSAW PSHE (Personal Social and Health Education). The school actively promotes children’s physical, intellectual, emotional, social, physical, cultural, moral and spiritual development in ensuring equal opportunities for all.

We are an inclusive school; we work proactively together to create a positive environment for all. We look for ways to improve behaviour and safety for all pupils.

Pupils develop empathy, understand the effect that bullying could have on people, and take responsibility for trying to prevent bullying. The school plans and delivers the curriculum in a way which endeavours to bring about these positive attitudes because it gives pupils a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying. The school records behaviour incidents and bullying incidents carefully and analyses them to look for trends and patterns.

THE BEHAVIOUR CONTINUUM OVERVIEW

The Behaviour Continuum should focus on modelling positive behaviour and all staff are expected to work to the agreed continuum, rewards and sanctions.

CONTINUUM	GOOD BEHAVIOURS FOR RESPECTFUL POSITIVE RELATIONSHIPS SAFETY AND LEARNING	POSITIVE VERBAL REMINDERS	WARNINGS-	FOR CONTINUED WARINGS	5+ DETENTIONS IN A TERM OR INCIDENTS IN OR OUT OF SCHOOL	CONTINUED WARNINGS/ INCIDENT DETENTIONS	EXCLUSION
SCHOOL RESPONSE	Dojos Class rewards Assembly certificates Dojo note home	Rewards- stickers, Dojos, certificates	Level 1 (see Appendix 1) Reminders of expectations, explanation of undesirable behaviour; ‘choices’ language- encouraging child to make correct choice and reflect See ‘10 questions’ below	Level 2 Loss of playtime/loss of participation in reward activity Level 3 Move to another class with work	Level 4 FIXED TERM EXCLUSION WORK SENT HOME UNTIL 6 TH DAY*	Level 4 FIXED TERM EXCLUSION WORK SENT HOME UNTIL 6 TH DAY*	Level 5 PERMANENT EXCLUSION LA MUST PROVIDE EDUCATION
DELIVERED THROUGH	RESPECT PERSONAL SOCIAL AND HEALTH EDUCATION (JIGSAW PROGRAM OF WORK) SEN SUPPORT, PASTORAL TEAM ASSEMBLIES (JIGSAW , VALUES FOR LIFE, COLLECTIVE WORSHIP Class team Colleague support, MDSU cover at lunch, SLT made aware Class team SLT involvement to agree involvement/instigation of eg: SENCO, pastoral team,						

		'OFFER OF EARLY HELP' PARENT MEETINGS INDIVIDUAL RISK ASSESSMENTS OUTSIDE AGENCIES and EARLY HELP TEAM SILVER COUNSELLING MENTAL HEALTH TRAILBLAZERS/YMM
	Class team	PERSONAL SUPPORT PLANS (RA, SEN SUPPORT) EDUCATION, PERFORMANCE AND INTERVENTION TEAM (EPI) OTHER OUTSIDE AGENCIES
	Class team	OUTSIDE AGENCIES GLOUCESTER AND FOREST ALTERNATIVE PROVISION SCHOOL (GFAPS) EPI TEAM FAMILIES FIRST ETC.
	Class team	GFAPS OUTSIDE AGENCIES

Pupils with Education and Health Care Plan (EHCP)

- Some pupils may have an Education and Health Care Plan which is a legal document issued in line with the SEN Graduated Pathway. School must, in conjunction with other agencies, develop and monitor an individual education plan which documents that pupil's needs, sets expectations and outcomes to be met and how that pupil must be supported.
- They will still be expected to -and helped to - follow the rules for good behaviour and enable themselves and others to be safe.

Pupils with additional needs

- Children with additional needs are supported further and given more opportunity to re-engage with the expectations; together we discuss how to stay safe; develop strategies to help them when feeling anxious and work to build resilience. This may involve the Pastoral Team or other agency.
- We will accord any pupil who is experiencing anxiety about school with the same opportunities to settle and be part of classroom teaching.
- Pupils and staff learn together to ensure others feel safe and behave safely. We aim to do this through removing barriers to learning, understand why some may feel vulnerable and being aware of the impact of that vulnerability.
- Accordingly, we work proactively to reduce trigger points, develop strategies to minimise and manage stressful situations and provide learning opportunities that are supportive, nurturing and creative.
- We engage with outside agencies to inform us on the best ways to support children and families
- We will use research and take part in high quality training to inform best practice
- We always give children with additional needs extra time and opportunities to amend and repair their behaviour choices. This is part of our normal classroom practise and may also be outlined in individual SEN documents and/ or Risk Assessments.
- Our Offer of Early Help sets out how we support children and families.
- We provide ELSA support and Counselling for children who need them

- We share expectations and celebrations with all staff, parents’ children and our community through the newsletters, website, Class Dojo and emails.

Coordinating Actions:

- All actions will be agreed through the Pastoral Record of Concern and may then be part of the SEN Graduated Pathway and will be recorded as part of the MY Plan/ EHCP paperwork and My Concern is used to build a pastoral chronology too.

ENSURING GOOD BEHAVIOUR

All of our staff know the value of positive instruction, praise and comment and this is invariably what children and staff experience in our school as children work. Regular verbal praise and affirmation are vital in rewarding achievements and raising self-esteem among pupils. It strongly outweighs reminders, warnings and consequences or sanctions.

We use all opportunities to discuss, share and define this with our children so that they understand their responsibilities, for example, assembly, JIGSAW PSHE, Class Council , teaching and learning sessions and playtimes. This ensures that there is a consistent approach throughout the school.

10 Questions –example scripts We promote an effective learning environment where everyone feels happy, safe and secure and one where our children have their own approaches to problem solving. We will use this approach to help children manage situations, rather than managing it for them. We understand that we must coach and model approaches in the first instances with the children in order for them to become confident enough to do this independently. When children come to us with a friendship concern, we will ask one or more of the following questions.

That sounds difficult. How are you going to deal with that?
What’s the best thing that could happen now?
When you faced this sort of problem in the past, how did you resolve it?
How will you know when (you have sorted it out, you feel better about that...?)
What else?
How will you know that things are slightly better?
What did being able to handle that tell you about yourself?
How did you do that?
Have you always been able to...or have you learnt (to do that)?
Tell me 5, 10, 15 ways that you were working well together (we will use this in class too)

MANAGING POOR BEHAVIOUR

Our pupils know and understand the value of **RESPECT** in the school and the expectations that this brings. This expectation is the same that any family, community and workplace would have.

Should a pupil be showing signs of disengagement, they will ALWAYS be given a positive verbal reminder of what they should be doing, first. This will ALWAYS be followed up by (short term) opportunities to change or improve behaviours, unless a pupil is putting themselves or others at immediate risk

Poor behaviour affects the smooth and effective running of the school. Both persistent little actions or events and larger disruptions can do this and it is important that all stakeholders understand their impact in order to support the policy. For example,

- *Talking in the line prevents the class from coming in on time, so learning time is lost.*

- *Teasing and name calling not only makes the child unhappy but means that a discussion is needed to sort it out which takes time out of learning.*
- *Refusing to work means the teacher's and LSW's time is directed at one pupil rather than supporting the whole class.*
- *If one or two can talk out of turn, why not everyone? What kind of school would we have then?*

It is important for children to have *Respect for ourselves, each other and our environment* and understand that everyone has the right to be safe, happy learners each one of us has a responsibility to make sure this happens.

Use a thoughtful approach

Ask the child: 'what would help right now?'

Try and respond to what they say, engage in conversation, move their thinking forward step by step to help them calm and be less anxious or frustrated.

Two Choices

Where a pupil is becoming disruptive, refusing to work or comply with expectations we will give 2 CHOICES.

- These will be clear and unambiguous.
- They will offer a 'do it now' and a 'do it later but with consequences' option. For example:
When a child is refusing to sit at the table for lunch;
"You either sit at the table ready for lunch or if you continue making a wrong choice and you will stay in at lunchtime play. The choice is yours. "
- When a child is refusing to cooperate in an activity;
"You can either join in with the activity with all the others who are making a right choice or carry on as you are and miss break time" or " You can finish your task now or at lunchtime."
- This must be adhered to and followed through.
- Any second/further adult entering the discussion WILL follow and repeat exactly the first 2 choices given.
- Once the choices have been given they should be adhered to.
- It is not a negotiation situation. The child may try to distract or scale up the 'protest '. As long as they and everyone around them are safe, reiterate the choices and wait until they indicate their choice.
- With some children it helps also to recognize their emotion before giving choices. Eg. I can see you are upset, frustrated etc..... These are your 2 choices....

Behaviour Sanctions

It is important that any confrontational or persistent incidents are recorded so that monitoring audits can be completed, reviewed and patterns acted upon and interventions put in place.

With persistent incidents, any pastoral, wellbeing and proactive actions must come through the Pastoral systems and may then feed into the SEN Graduated Pathway.

All stakeholders agreed on the following approach to poor behaviour at play or lunchtime.

GOOD BEHAVIOUR	RESPECT RULES REMINDERS	RESPECT RULES	RESPECT RULES	DETENTION/ THINK SHEET
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	RESOLUTION 10 QUESTIONS WHAT WOULD HELP RIGHT NOW?	TIME OUT WHAT WOULD HELP RIGHT NOW?	2 CHOICES WHAT WOULD HELP RIGHT NOW?	
THANK YOU SLIPS MID DAY SUPERVISOR AWARDS DOJO ETC.	FALLING OUT TELLING TALES (MINOR) FRIENDSHIP DIFFERENCES	WHERE PUPILS CANNOT AGREE ON WHAT HAPPENED SIT DOWN TOGETHER WORK OUT WHAT HAPPENED ALL AGREE	ROUGH PLAY GROUP EXCLUSION PUSHING NAME CALLING DISRUPTING THE LINE WINDING PEOPLE UP	CONTINUING DISRESPECT SWEARING DELIBERATE PHYSICAL ASSAULT SAYING NO/BEING RUDE TO AN ADULT VERBAL ASSAULT (DISRESPECTFUL) HOMOPHOBIC OR RACIST LANGUAGE BULLYING

Remember: Pupils will ALWAYS be given a positive verbal reminder of what they should be doing, first.

Pupils are given every opportunity and encouragement to work meet expectations and make better their behaviour in both work and play. Where a pupil continues to go against expectations they are given a warning.

Detentions

Detentions are for playtime and/or 20 minutes at lunchtime:

The teacher will discuss with them why they have been given a detention and there will be opportunity for reflection and apology.

They will be given the opportunity to go to the toilet and have a drink before returning to class.

The person administering the detention will run the session and if that is not possible, the class teacher or member of the class team will run the detention.

Reasonable Force:

DfE Sept 2022 'Behaviour In Schools' document includes guidance on this. Whilst our school does everything it can to promote positive behaviour, there may be recourse to use reasonable force as a last resort after all other strategies have been explored. In approaching such a situation, Soudley School uses Team Teach in order to:

- Remove persistently disruptive children from the classroom where they have refused to follow an instruction;
- 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;
- Prevent a pupil harming themselves through physical outbursts or unsafe practise.
- Prevent their safety or the safety of others being compromised
- Prevent damage to property
- Ensure the effective learning and wellbeing of others is maintained (where allowing the child to remain in the classroom puts this in **continuing** jeopardy)

Agreed management protocols

- Should a situation seriously escalate, a quick assessment of risk should be undertaken, A child may need more support to keep them safe and to ensure others are safe.
- The aim is to calm the child and get them to a place of safety; inside and in a safe space. The safe space might be one agreed with the child and/ or the library, the hall, head teachers room (a safe space not a punitive pace) or by the staff room.
- Use an ORANGE CARD, the walkie talkie, or send a message through a staff member (or a child if necessary) to 'please come and help'.
- Wherever possible, Team Teach trained staff members will be asked to help with the situation
- If this is not possible, reasonable force can be used by any staff member
- For Safer Working Practices it is always better to have more than one person managing the situation. However, the safety and wellbeing of the child is paramount and this may necessitate swift action by a staff member.
- Remember: when staff members are dealing with a situation they need time and space to manage the strategy.
- If it was thought they may require further assistance another staff member can use the phrase 'Would you like more help?'. Listen to the answer and act accordingly.
- Remember: a child in a state of anxiety and frustration is not ready to think clearly and to apologise. Save this for later.

After the incident

- Help the child settle in to class and back in to routine
- At a later time, talk it through; problem solve for next time, consider who may need to apologise to whom. Use the core value when exploring events *Respect for ourselves, each other and our environment*
- Does the situation require further action from the Pastoral team?
- Does the situation require further action: A detention? Parents or carers called? A fixed term suspension? (Only the head teacher can issue an exclusion).
- Does the situation need to be recorded as an incident of bullying, sexual violence or harassment?
- If physical handling was used to manage the situation, complete an Incident Report in the BOUND BOOK which is kept in the school office. Everyone who was involved in the incident needs to record a page separately and independently.

Anti-Bullying and Hate Policy

Bullying is wrong; it is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. No person or group, whether staff or pupil, should have to accept this type of behaviour. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We are a Rights Respecting School and all stakeholders, have the responsibility enable to be safe and feel safe. We aim, as a school, to produce a consistent and secure environment where all can learn without anxiety. We are mindful of the potential for child on child abuse both in school and on line and have ensured curriculum time is given to raise children's awareness and prevention of cyber bullying, including sexting.

Staff are alert to even the smallest indication of anyone treating another person in a disrespectful way, no matter how unintentional, including any behaviour that isolates pupils from a group. There is an agreed response to tackle other forms of bullying:

Direct teaching/awareness of forms of bullying; use of story books and scenarios to discuss situations; ABC records. Logging concerns on My Concern to build a chronology and record actions taken. Include acts of bullying and cyber bullying; homophobic, racist and gender based bullying; sexting incidences; sexual violence and harassment (refer to child protection procedures)

Definitions of Bullying

The Anti-Bullying Alliance have defined bullying based on research over the last 30 years:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

If two pupils of equal power or strength have an occasional fight, falling out or quarrel, this is not bullying. An occasional name-calling is not bullying but it is unacceptable and will be challenged at this school.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices. Some adults and peers may expose children to content, contact, conduct and commerce that is potentially harmful and inappropriate.

It is essential that our children know that this is a form of bullying, know that it is not safe, know how to report it and know that a trusted adult will help to manage the situation.

We will support the victim of the cyberbullying and work with the perpetrator as set out below.

If a situation is more serious, the DSL will contact the MASH team for advice.

Homophobic Bullying; *'when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ) or possibly just because they are seen as being different.'*

At Soudley School there will be no bystanders. We will confront and challenge any homophobic bullying. Here are some examples of scripts we may use.

"In our school we are kind to each other and respect each other's differences. When you use gay like that it is unkind."

"In our school we show respect and that word is not acceptable"

"I'm not happy with what you said"

"What made you choose to use the word gay then?"

"What would a younger person think?"

"I wondered what you mean by the word gay?"

We have engaged in the Read Gloucestershire initiative, accessing high quality children's books which promote an understanding of diversity, equality, tolerance and acceptance.

Definition of Hate:

A hate incident is any incident, which may or may not constitute a criminal offence (Hate Crime), which is perceived by the victim or any other person as being motivated by prejudice or hate based on a person's race or perceived race, religion or perceived religion, sexual orientation or perceived sexual orientation, disability or perceived disability, or who is transgender or perceived to be transgender. These can take many forms such as verbal abuse, harassment, physical attack or threat of attack.

All stakeholders agree on the following approach in preventing and dealing with bullying and hate.

- **Respect for ourselves, each other and our environment:** ask and discuss: how did that action show respect?
- Our practice reflects a belief that bullying is not acceptable under any circumstances and that it is best prevented through the understanding how we respect ourselves and each other.
- We actively promote an environment where bullying and hate is not tolerated; pupils and staff have the right to learn in a supportive, caring and safe environment without the fear of being harassed, intimidated or bullied.

- We talk openly to the children about telling the truth and actively encourage children to tell us about any forms of bullying or instances where they do not feel safe.
- We will state clearly that the bullying is not acceptable, that we will act to stop it immediately and persist with any intervention until it does.
- We will ask them to report immediately any further incidents to us and discuss strategies for being safe and staying safe.
- We will encourage co-operative behaviour and peer led interventions to ensure everyone is included; working together for solutions and resolution.
- Soudley School acknowledges there may be issues of prejudice and disrespect in the wider community and so will actively seek ways to ensure that pupils are taught about discrimination and the poor attitudes experienced by some people.
- We recognise that bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure.
- We will, therefore, ensure that the curriculum is designed to prevent bullying and hate, that it celebrates diversity, promotes the values of achieving positive outcomes and supports individuals in all communities. We approach this through JIGSAW PSHE lessons, assemblies, curriculum teaching, the Worry Box, Online Pupil Surveys, visiting speakers, theatre company visits, Community Police Officer visits, our Right Respecting approach and commitment to offering high quality texts which promote diversity.
- We will act promptly to sort out any reported bullying and use this Behaviour Continuum Policy to ensure pupils and parents are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.
- We will look to implement 'No Outsiders', following consultation with the school community.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected, we talk to the suspected victim, the suspected bully and any witnesses.

We will interview the pupil (or pupils) involved in bullying separately.

- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops. We will ensure that those involved know that we have done so.
- We will consider sanctions under the Behaviour Continuum Policy, depending on the outcome of the discussion (See below)
- All schools have a statutory duty to record and monitor incidents involving hate and bullying: incidents are recorded on My Concern, as that is used as our behaviour and pastoral log as well as for safeguarding chronologies.
- According to LA policy, we would only inform them of an incident where the school felt it may be part of a wider trend that others should be aware of or if we needed help with serious cases of racial harassment.

Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the **victims** in the following ways:

Children will be:

- Reassured that they do not deserve to be bullied and this is not their fault.
- Assured that it was right to report the incident.

- They will be offered an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Offered to be escorted to and from the School premises.
- They will be offered continuing support when they feel they need it.
- Involved in making choices about how the matter may be resolved.

We will also

- Inform the victims' parents/carers of the initial incident
- Keep parents/ carers of the victim informed of steps we are taking and any outcomes. This may not include great detail but will ensure that they know that the school has acted and how.
- Take one or more of the seven disciplinary steps described below to prevent more bullying.
- Keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.

We also discipline, yet try to help the **bullies** in the following way by:

- Talking about what happened, to discover why they became involved, explaining why the action of the child was wrong.
- Endeavour to help the child change their behaviour in future.
- Inform the parents/guardians and invite them in to discuss the situation.
- Continue to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- Proactively set up support so that potential incidents may be minimised
- Take one or more of the disciplinary steps described below to prevent more bullying.

Sanctions for bullying:



Not Bullying Pupils of equal power or strength in an occasional fight, falling out or quarrel		Bullying Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour		
FALLING OUT TELLING TALES (MINOR) FRIENDSHIP DIFFERENCES	WHERE PUPILS CANNOT AGREE ON WHAT HAPPENED SIT DOWN TOGETHER WORK OUT WHAT HAPPENED ALL AGREE	CONTINUED MINOR INCIDENTS DELIBERATE PHYSICAL ASSAULT VERBAL ASSAULT (DISRESPECTFUL) HOMOPHOBIC, DISCRIMINATORY OR RACIST LANGUAGE e.g. stereotyping SEN	<i>CONTINUED INCIDENTS</i>	<i>CONTINUED, REGULAR, REOCCURRING INCIDENTS</i>
<i>Rule reminders, resolution</i>	<i>Time out</i>	Detention 1. Warned officially to stop offending and they will miss playtimes / lunchtimes. 2. Parents will be informed.	<i>Internal Exclusion or Suspension.</i> Excluded from the School premises at lessons, break and/or lunch times and we may arrange for them to be escorted to and from the School premises.	<i>Permanent Exclusion 6.</i> Continued bullying will result in a longer fixed term exclusion. 7. If the behaviour does not end, the
MONITOR THE FREQUENCY OF INCIDENTS IN INCIDENT FILE SPEAK WITH ALL SETS OF PARENTS INFORMALLY WHERE IT BECOMES A REGULAR FEATURE OF THEIR CHILDREN'S BEHAVIOUR				

	3. Their behaviour will be monitored and reported on to parents.	Headteacher may contact external support agencies such as social services. If it is a continuation of previous behaviour or bullying which is affecting many, the HT will give a fixed term exclusion.	bullying continues, they will be permanently excluded
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Suspensions and Exclusions Policy

Exclusion is a legal process which can only be enacted by the Head Teacher. **GCC Exclusion Policy and processes** would be followed and Inclusion Team involved. A child can be excluded if they misbehave in or outside school.

There are 2 kinds of exclusion:

Suspension

This is a fixed period exclusion which temporarily removes a child from school. They can only be removed for up to 45 school days in one school year. If a child has been excluded for a fixed period, the school should set and mark work for the first 5 school days. If the suspension is longer than 5 school days, we must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion

Permanent exclusion means the child is expelled. The LA must arrange full-time education from the sixth school day.

A decision to exclude a pupil permanently should only be taken:

- In response to serious 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.

Roles and responsibilities

Parents

- To uphold '**Respect for ourselves each other and our environment**' outlined in the Behaviour Continuum Policy; this enables the school to run smoothly and effectively and for the benefit of **all** pupils
- To contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- When sanctions need to be applied, trust that the staff members would have enquired, discussed, observed, witnessed and questioned those involved in making their decision.
- Trust and agree that the sanction was necessary in order to ensure the safety and the education of all pupils.
- To recognise their responsibility to support the school's Anti-bullying and Hate stance and to actively encourage their child to be a positive member of the school.

Teachers and support staff

- To use the core value when exploring events **Respect for ourselves, each other and our environment**
- To take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- If teachers witness an act of bullying, to do all they can to support the child who is being bullied.
- To inform the child's parents.
- To record all adult witnessed incidents of bullying on My Concern, thus notifying the DSL
- To record any incidents reported by children.
- If teachers become aware of any bullying taking place between members of class, to deal with the issue immediately.

- To attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- To know that behaviour interventions make a difference over time because positive behaviours of individuals and groups improve.

Leadership Team

- To use the core value when exploring events *Respect for ourselves, each other and our environment*
- To ensure all staff work to the agreed guidelines in the Behaviour Continuum Policy and tackle performance where it compromises it.
- Arrange training to enable all staff to be consistent when implementing the rules and explaining the school code of conduct to all members of the community.
- All reports of bullying will be recorded by or reported to the Head Teacher. The HT will also monitor the Bullying/ Sexting SV and SH logs for any reoccurring incidents by an individual or group against an individual or group.
- To report to the governing body about the effectiveness of the policy on request.
- To ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- To set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour

Governing Body (GB)

- To use the core value when exploring events *Respect for ourselves, each other and our environment*
- The GB will ensure that the stated aims become a reality and are closely monitored and evaluated.
- The GB monitors the Behaviour and Safety of pupils through monitoring visits.
- The GB monitors the impact of the Child Protection Policy, Teaching and Learning Policy and Behaviour Continuum Policy on Behaviour and Safety through monitoring visits
- The GB will challenge the school if it considers the school is not meeting its stated aims.
- The GB will support the school in implementing the policy.
- Any incidents of bullying will be taken seriously and acted upon promptly and effectively.

MONITORING AND REVIEW

- This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- It is the governors' responsibility to review the effectiveness of this policy annually. Any changes following review are discussed at the FGB

Sanctions

Level 1	
Level 2	 Miss play time
Level 3	Take work to a different area 
Level 4	 Excluded from class. Meeting with key stage leader, Head Teacher, parents or carers.
Level 5	Exclusion from class or from school 