



Edison Primary School

Whole School Positive Behaviour Blueprint Appendix Anti-Bullying Policy

Date	Review Date	Coordinator	Nominated Governor
March 23	March 2024	Amrit Dokal	Suvir Rai

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free negative behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a



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duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

Any pupil found in possession of prohibited items on them will face disciplinary action.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- The school have three simple rules to that all the school community promote and uphold;
 - a) **Be ready to learn;**
 - b) **Be respectful of each other;**
 - c) **Be safe in our school environment and community**
- To promote exemplary behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and respect for peers and adults alike.
- To promote, praise and reward good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice.

Edison Behaviour Blueprint

At Edison Primary School, we have high expectations of our children. We encourage all children to try their best to achieve goals, and also expect school rules to be maintained. Children are learning behaviour from adults and mirroring it from the moment they walk into the school. Underpinning everything is the consistent approach in adult behaviour. We have 5 pillars to adult behaviour for adults in our school and community:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- A restorative follow up

Our 'Behaviour Blueprint' is followed by all adults who work here. It clearly summarises our Behaviour Policy in action.

Meet and Greet

At the start of the day each teacher carries out 'meet and greet' with all the children to set expectations for behaviour and learning. Children have the opportunity to choose how they would like to be greeted by the class teacher.



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House Points

Clear expectations are set in conjunction with all the children at the beginning of the school year. The school uses class dojo points to promote good behaviour. Points are awarded to children for learning and positive behaviour. In addition, regular circle times, assemblies, check-ins and check-outs give classes opportunities to promote and reward positive behaviour.

Recognition boards

Recognition boards are in each class which are focussed on social and learning behaviour. Adults identify children who display positive behaviour in the class and around the school. Children are able to also nominate their peers for displaying 'over and above' positive behaviour. This results in adults and more importantly children celebrating positive behaviours. Praise notes are also sent home to recognise behaviour for learning. Another layer are the 'over and above' certificates awarded in assembly and taken home to celebrate each pupil's learning and behaviour achievement.

Class Charter: Student 365 Pledge

Our Class Charters are discussed and agreed by pupils at the start of each year with their teacher. Our three behaviour rules, Be Ready, Be Respectful, Be Safe are at the core of our Class Charters. Class Charters are displayed in the classrooms.

Restorative Practice / Behaviour Chart

Restorative approaches encourage pupils to think about how their behaviour has affected others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

The Deputy Head and Restorative Mentor's roles are to support pupils and staff to ensure the school's expectations for behaviour is met and a calm learning environment maintained. We work with parents to discuss any concerns, ensuring home and school are working effectively together.

If your child has been upset we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be expected to put things right and change their behaviour so it does not happen again.

Each class begins the day with a "check in". During this time each class sits together and everyone has a turn to say something about themselves and how they are feeling. This helps us start each day in a personal way, with children encouraged to express any concerns that they need help to sort out. Classes may check in or check out at different times of the day, such as after the playtime or lunch play.

Using Restorative Language

If there is any issue or conflict between children or even adults they are dealt with in a restorative way, where each person's point of view is listened to. The language used is very fair, calm, consistent and respectful.

When our pupils find themselves in conflict or upset we will ask them:

1. *What happened?*
2. *What made you do that?*
3. *What needs to happen to make things better?*
4. *What will you change about your behaviour next time?*

Most situations can be dealt with promptly by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Behaviour Steps



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If a child's behaviour is not on track, teachers refer to the steps in the school's restorative behaviour chart, displayed in every classroom. This clearly shows everyone the steps that will be taken and ensures staff are consistent in dealing with unacceptable behaviour. (See Behaviour chart in Appendix 1)

STEP 1:

1st Reminder

Verbal reminder, given in a positive manner.

Any form of mild disruption or misbehaviour will result to a verbal reminder of expectations. At this point the child is expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done.

STEP 2:

2nd Warning / Caution

To take responsibility, acknowledge harm and choose their next steps.

Failure to correct behaviour means that the child has ignored the 1st verbal reminder. Another display of misbehaviour will result in a 2nd verbal reminder. At this stage, the teacher will discuss behaviour with the child, using positive, restorative language, giving the child a chance to reflect. The aim of this conversation is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and choose the correct next step.

STEP 3:

Two minutes after the lesson 3rd Last Chance – Restorative Chat:

Next steps to be agreed / Verbal contract to be made

Time out –directed thinking spot

If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the teacher and not responded to the positive request from the class teacher. Alternatively, a child can move to step 3 for a serious form of disruption.

At this stage, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. The class teacher will have a further conversation with the child, seeking to create a positive solution. Time out must now be agreed and accepted by the child. A verbal contract will also be made, where the child is given a further chance to improve but is now aware of possible follow up sanctions/steps and the feelings of other children and adults. Their name will now be logged on our Arbor (MIS) system that helps teachers and the Senior Leadership team monitor pupil's behaviour. Positive praise and rewards are given for children who are able to make better choices and improve their behaviour

STEP 4:

Persistent misbehaviour or more serious incident

Restorative conference involving necessary participants

A serious incident can result in a child being moved directly to step 4.

Alternatively, reaching step 4 means a child is choosing to ignore all the warnings, conversations and support that staff or other peers have given. This is looked on as persistent, intentional misbehaviour that is severely disrupting learning. This behaviour will also be logged on Arbor to monitor by SLT/Class teacher.

At this stage the child will be removed from class. This is in order to not disrupt other children's learning any further, nor to spoil the positive mood the class teacher tries to set in the classroom.

The child will go to the Phase Leader's/another teacher's classroom to complete their work, or meet with a member of the Restorative Practice Team to discuss what has happened and have a restorative meeting, using the language outlined above. Everyone involved will have their turn to speak and to listen to others' points of view. They will agree how to resolve the situation, how to ensure it does not happen again and apologise.



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Depending on the seriousness of the incident/s, parents will be involved.

If a pupil's behaviour continues to be very disruptive or there is a serious incident (eg: fighting), then the child's or children's parents will be informed and invited to a meeting to discuss parents' and school's concerns and agree the action to be taken to support their child to improve.

After discussion with parents, a contract will be written with specific targets for the child to achieve over an agreed time, such as two weeks. Staff and parents will work together to support the child to improve. At school the teacher and the Restorative team will work one to one with the child, reminding them what they need to do in order to achieve their targets. We will look for positives and reward any small steps towards improvement throughout the school day, including Circle times, check-ins and check-outs. We will meet again with parents when these targets have been successfully met, to review and celebrate the child's progress. Where they have not been able to improve with this level of support, we will proceed to the next step.

STEP 5:

Serious forms of misbehaviour, or persistent disruption which has continued after support at steps 1-4, can result in a child being sent directly to the SLT, Head, Deputy Head or Head Teacher. The child will be put on a behaviour contract with element of reward built to support successful behaviour being achieved.

Senior Leaders will deal with incidents appropriately, following Restorative Practice. Parents will be called into the school for a more formal Restorative Conference.

Where the child/children are not able to respond to one to one support and not able to achieve the agreed level of improvement, the school will take further action. We will ask parents to agree to a referral to the Early Intervention Team. This is an LA service providing specialist teachers to work with families and schools to change children's behaviour so they can develop and learn successfully at school.

If behaviour is extreme the school will use its powers to internally exclude, or exclude children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;



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- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body

- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by implementing the Restorative Approach and forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - the good performance of school personnel
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy
 - ensure school personnel praise good behaviour and work



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- ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for pupils with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
 - work with the School Council to uphold the 3 main school rules that will encourage good behaviour and respect for others;
 - recommend to the Governing Body the use of a parenting contract:
 - in cases of truancy/poor attendance;
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by analysing :
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
 - make effective use of relevant research and information to improve this policy;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- analyse the concerns from the 'restorative reflection sheets' / Arbor;
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.



Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils adhere to the 3 main rules;
- display 3 rules, recognition boards;
- work with pupils to compile a list of rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming place to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- Use recognition board to highlight pupils who are going over and above.

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times and follow our 3 rules, ready, respectful and safe.
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;



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- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school rules and guidance necessary to ensure smooth running of the school.
- Encourage children to discuss problems;
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly achievements assembly, class dojo points and hot chocolate reward with the headteacher every Friday. In addition to, regular praise and encouragement is part of the school ethos.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.

Incidents

- All incidents of bad behaviour are recorded on a reflection sheet/s and Arbor.



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- The co-ordinator thoroughly investigates all incidents and reports to the Headteacher.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - The Restorative Approach
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupil support programmes
 - Equality
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Opportunities and Special Educational Needs

At all times teachers will consider factors that have contributed to the particular incident such as the child's level of Special Educational Need or their psychological and emotional circumstances. Should any incidents happen repeatedly, a graduated approach will be followed and this may lead towards an Education Health Care Plan (EHCP) being applied for. The school could also decide to seek involvement from outside agencies. Parents will be fully involved in this process through discussion with the school team.

The school acknowledges its legal duties under the Equality Act 2010 in meeting needs of pupils with SEN.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Anti-Bullying see appendix
- Health and Safety
- Home School Agreement
- Pupil Exclusion
- Safeguarding and Child Protection

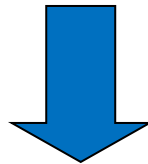
See Appendices Documents

Headteacher:	Amrit Dokal	Date:	March 23
Chair of Governing Body:	Suvir Rai	Date:	March 23

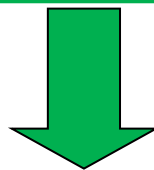


Restorative Behaviour Flowchart (Not always linear)

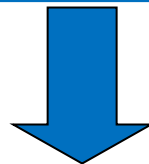
Reminder
Verbal reminder, given in a positive manner. Refer to school rules: Ready, Respectful, Safe and Safe.



Warning / caution
Place a bit more emphasis on the warning, punctuated with a positive and/or giving the child up to a minute of positive attention to help them back on track.

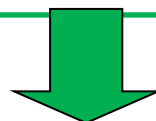


Two minutes after the lesson
30-second script: Speaking to the teacher for two minutes after the lesson (*Use restorative questions and coaching conversations*).



Teacher's choice (Incidence logged into Arbor in most cases)
Examples:

- Missing break/partial lunch time, followed by a restorative chat.
- Natural consequences- Clean up the mess you made, fix what you broke. Proportionate and just, apology notes etc.
- Free Parking take up time.
- Reward chart to earn a session with JH if enough points are earned in a week.
- Impositions



Serious Breaches
Liaise with Deputy/Headteacher -decide next steps.
Parental contact- Logged in to Arbor
Behaviour contract – agreed sanctions and next steps.



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Restorative Behaviour Chart

SUPPORT

1st Reminder

Examples:

Mild disruption, talking whilst the teacher is talking,
Being out of line.

2nd Caution and 3rd Last Chance

As above, ignoring 1st or 2nd verbal caution

Or

More serious disruption

Examples:

Being rude, not listening to instructions,
Persistent disruption, causing arguments

Restorative conference

Persistent misbehaviour, failure to keep to a verbal contract

or

A more serious incident

Examples:

Fighting, swearing at someone, *signs of bullying, being rude/disrespecting an adult

Time out from class / restorative conference

Written contract to be made

Sanction & next steps to be agreed

Incident added to Arbor

Parents informed, contract discussed

Send to Deputy

Failure to change behaviour/breaking written contract

or

Serious misbehaviour

Examples:

Bullying, vandalism, intended violence, swearing at an adult. racism

Parents to be called in to school

Contract to be made with parents with agreed sanction
and next steps with Deputy Headteacher

If the behaviour continues the child will be referred to the Headteacher



Appendix

Anti-Bullying Policy

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school's policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school's policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Aims

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. As a school, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the school or in the local community. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. All aspects of school life are underpinned by Ready, Respectful and Safe school rules.

The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture.

This policy sets out the strategies to be followed and the back up by systems in place to ensure effective implementation, monitoring and review.

What is Bullying

There are many definitions of bullying, but the Anti-Bullying Alliance bases its definition on the accounts of the victims of bullying. They consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms, but the main types are:



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- **Physical:** pushing, hitting, kicking, pinching, threats, stealing
- **Verbal:** name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours
- **Emotional:** tormenting, ridicule, humiliation, exclusion from social groups,
- **Racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures
- **Sexual:** inappropriate and uninvited touching, abusive comments, innuendoes
- **Cyber Bullying:** the use of electronic communication to bully a person, typically by sending messages, pictures, videos of an intimidating or threatening nature.

Developing a Telling School

Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

- Clear and consistent rewards and sanctions
- Parental survey
- Pupil survey
- Parental consultations
- School's Council meetings
- Playground Leaders / Peer Mentors
- Circle-time activities
- Pastoral support

Teachers should not immediately react to a suspected bullying case without further investigation. Interviews can be useful - individually or in small groups - especially for children with moderate or severe learning difficulties. The class teacher or or Senco, Phase Leader should conduct these as the pupil interviewer relationship can affect the honesty of the answers. Do it in private, but where both are visible to others. Children may not like to repeat unpleasant names they have been called, or stories that have been told about them.

Confidentiality is a difficult issue. Sometimes interviewers may need to disclose information to others. They should explain to pupils how they might need to use such information. Some children are prepared to write about their experiences anonymously, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.

Involving parents early is essential. Keep accurate records of incidents and the school's response to help with further investigations.

It is essential to follow-up after an incident to check that the bullying has not started again. Do this within about two weeks, and again within the following half-term.

Immediately after intervention, the bullying is likely to stop. However, bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

Procedures

1. Report bullying incidents to staff



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2. In particular cases of bullying, the incidents will be recorded by staff on to Arbor.
3. In particular cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour

Promoting the Policy

There are many opportunities to promote the policy:

- during assemblies
- during normal curriculum coverage
- circle time activities
- School-wide Anti bullying posters
- School-wide promotion of our behaviour rules; Ready Respectful, Safe
- School's Council meetings
- Role-play or stories
- Participation in 'Friendship week (Anti-Bullying Week)'

Curricular approaches to bullying

Anti-bullying forms part of an overall strategy for Personal Social Health Education and Citizenship, which aims to create an effective climate for learning and equip young people with skills and knowledge to prepare them for adult life.

Discreet PSHE, including anti-bullying, is timetabled for weekly Circle Time in all classes.

The curriculum can be used to:

- raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how constructively to manage their relationships with others

Through the curriculum it is possible to explore such issues as:

- why do people bully each other?
- what are the effects of bullying on the bullied, on bullies, and on bystanders?
- what can we do to stop bullying?

Strategies for reducing bullying

Our policy includes a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

a) Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

b) Team Building

Trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:



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- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals
- roles vary within groups: leading, problem-solving, tidying up

By working together, relationships will start to develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

c) Circle Time

Time is regularly set aside for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

- creates a safe space to explore issues of concern
- explores relationships with adults and peers
- enhances effective communication
- affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules that encourage the group to:

- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach

d) Circle of Friends

Sometimes known as 'Circle of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil, whose agreement and cooperation are essential.

Circles aim to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour
- describe the pupil - only positive things may be said
- list things about the pupil that they find difficult
- discuss how they would feel and behave if they were isolated or socially excluded
- consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks 'What do we like and value about this person?' and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping



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the pupil which are recorded and then prioritised. Subsequent weekly meetings check on the progress the group.

e) Playground Leaders / Peer Mentors

Pupil volunteers across Key Stage 2 agree to help prevent bullying, racism and other forms of antisocial behaviour on the playground. They attempt spot potential unrest, include isolates in activities and look after any child alone.

f) The Support Group Approach

A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

- the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part;
 - with the victim's agreement, their own feelings are communicated to the group.
 - the facilitator makes clear that the purpose is to take joint responsibility and find a solution.
 - suggestions on how to help are sought, but the key aim is a joint commitment to take action;
- each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

g) Mediation by adults

Methods focus on pupils who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school.

- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first
- get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive
- chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying
- check progress a week later, then meet all involved to reach agreement on reasonable longterm behaviour - at this stage participants usually cease bullying
- check whether the bullying starts again or targets another pupil
- if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement, sanctions or a change of class.

The approaches can be successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, including firm disciplinary ones.

Outcomes



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- The bully (bullies) may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.
- Assertive training
- Counselling (Mentor, SLT, other)
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by Mentor
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Working with victims

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates may dislike their behaviour.

Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

Involving parents

Parental support is often a key to success or failure in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

Parents reporting bullying

Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns must be taken seriously.

The first point of contact for parents is likely to be the class teacher then the phase leader, Deputy Head and then Headteacher. It is important that all staff know the school policy and when to refer parents to the Headteacher.

Good practice includes:

- recognising that the parent may be angry and upset
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- remaining calm and understanding
- making clear that the school does care and that something will be done
- explaining the school policy, making sure procedures are followed



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When a case is referred to them, teachers should also:

- ask for details and record the information
- make a further appointment to explain actions and find out if it has stopped
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented

Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

Parents of bullies and victims

Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion will sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

Playground policy

For Staff managing pupil behaviour during breaks and lunchtimes. This involves all staff and the pupils.

- Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication all supervising staff and teachers is through the use of the regular updates and verbal exchange.
- Roles and responsibilities of staff and teachers when on duty are clearly defined in writing.
- Supervising staff is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- The lunchtime supervisors ensure effective communication, acts as the main contact point with the behaviour manager and ensures the reporting of incidents to class teachers