Christ Church (Brondesbury) CE Primary School

Behaviour for Learning and Anti-bullying Policy

Date Approved	March 2025
Date of next review	Spring 2026
Signature	

Going for GOLD with faith

Christ Church (Brondesbury) CE Primary School
School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a "family" by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:
2 Corinthians 8:7
"But as you excel in everything–in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you–make sure that you excel in this act of kindness too."

Our vision is embedded within the Christian values of:
Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as "**Going for GOLD with faith**".
This is explained and explored below:

Vision	Demonstrated as
Give learning your best	• Try your best at everything • Follow the "give me five" rules
Own your choices	• Be respectful and polite • Be honest and take responsibility for your words and actions
Love yourself, as God loves you	• Love yourself, for you are special • Love your neighbours with all your heart
Dream big, work hard and pray	• Aim high • Always be ready to learn • With prayer, everything is possible

This policy reflects and supports our school vision in that through our expectation of good behaviour at Christ Church we strive to "…provide a supportive, safe, respectful and reflective environment in which all flourish" and to "provide the highest standards of learning for all" This is echoed in our Bible passage as we excel in our knowledge and in our Going for GOLD with faith statement as we give learning our best, own our choices and love ourselves and our neighbours as God loves us.

Introduction

This policy is intended for pupils, staff, parents/carers, governors and any visitors who visit our school site.

We provide a clear structure for a calm and happy school by:

- Encouraging a sense of pride in individual achievements and in the school community

- Employing restorative approaches to effectively manage behaviour.

- Providing PSHE and R.E lessons which support our Christian values.

- Fostering British Values which include:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- Providing a clear, consistent system of rewards for the appropriate behaviours.

- Implementing clear, consistent sanctions for inappropriate choices.

- Encouraging positive relationships between everyone who attends or visits our school.

- Working in partnership with parents and other stakeholders and visitors.

- Promoting zero tolerance for bullying, including cyber bullying.

Our **GOLD** School Contract and our Classroom Rules give clear guidance to all stakeholders about the stages of our rewards and consequences.

GOLD SCHOOL CONTRACT	
GOLD Cloud = right choices	Verbal reminder Can you make a better choice?
Climb towards gold cloud by performing a Going for Gold activity throughout the day. **Going for Gold 1** **Going for Gold 2** **Gold Cloud** There will be two steps to get to gold. (The steps below will be the 1st warning and 2nd warning.)	Still not making great choices 1st warning Name will come off **GOLD** and be moved onto 1st warning
	Still not making great choices 2nd warning Name will be moved onto 2nd warning (You may be moved to a new position in the class at this time.)
Stay on GOLD all day and work towards a BRONZE, SILVER or GOLD certificate. Your name will be recorded in the Christ Church GOLD book, once you have achieved a BRONZE, SILVER or GOLD certificate.	**Purple Cloud** Reflection sheet or missed work to be completed at playtime/lunchtime. (If sanctioned on the day, you can return to starting point.) A letter will be given to your parents and this incident will be logged.
Termly Prize Giving. Collect a special badge **Bronze** badge 30 points **Silver** badge (30 points) + 40 points **Gold** badge (30 points + 40 points) + 50 points Wear your superstar badge with pride!	**Fresh start next day**
	3 reflections over half term = Meeting with the Inclusion Leader, Class Teacher and Parent
	5 reflections over one term = Meeting with Assistant Head teacher or Inclusion Leader, Class Teacher and Parent
	Behaviour targets (report card) will be set with a 6 week review
	7 reflections + evaluated targets = over a term and a half Work outside the classroom for a day Meeting with Head Teacher, Inclusion Leader, Class Teacher and Parent External behaviour support will be found.

EYFS GOLD CONTRACT	
GOLD Cloud = right choices	Verbal reminder Can you make a better choice?
Children collect stars for their BRONZE, SILVER or GOLD chart.	Still not making great choices 1st warning Name will come off **GOLD** and be moved onto 1st warning
10 chart stars = certificate 15 chart stars = certificate 20 chart stars = certificate	Still not making great choices 2nd warning Name will be moved onto 2nd warning
Stay on GOLD all day and work towards a BRONZE, SILVER or GOLD certificate. Your name will be recorded in the Christ Church GOLD book, once you have achieved any certificate.	Still not making great choices **Purple Cloud** Reflection Chair Nursery age = 3 minutes Reception age = 5 minutes Adult speaks to the child about how to improve their choices. Inform parent.
Collect a special badge once **Bronze** badge 10 points Then on to **Silver** badge 15 points Then on to **Gold** badge 20 points	Reflections are recorded and monitored. If more than 5 reflections, meeting with the EYFS leader Class Teacher and Parent. If more than 10 reflections, meeting with Inclusion Lead, EYFS leader Class Teacher and Parent.

Lunchtime Behaviours

At Christ Church School, we have the same high expectation for playground behaviour as we have for in-class.

Our playground is divided into activity zones, with each class having a turn at each zone throughout the week on a rota system. The activities are monitored by the Teaching Assistants during the lunch break and by other staff members during playtimes. Staff who are on playground duty are encouraged to lead and join in activities with children in order to present positive role models for play.

Children who are new to school, or who for whatever reason are feeling left-out of games have the option to sit on our "Buddy Bench" – the green bench along the kitchen wall. Any other child who sees someone on the Buddy Bench and befriends them, or helps them to join in with activities will be nominated for making **GOLD** choices.

We have a system of "Golden Tickets" which can be won by classes for making good choices in the dining room and on the playground. Each awarded ticket results in a marble being added to the class jar. After 10 marbles, a class is given extra play for 5-10 minutes at some point in the week. When the marble jar is full, the children are rewarded with a special treat chosen in class between themselves and their teacher (e.g. a visit to the park, or a film afternoon).

Individually, children are expected to be working towards climbing the Gold cloud system during these times. **It is the responsibility of the adults outside to transfer any of this information into the classroom**.

If there are any serious incidents on the playground, then, as with all behaviours, any sanction given should reflect the incident and not encourage repetition.

Parents as Partners

The school system requires partnerships with parents. It is important that children receive consistent messages about how to behave at school and at home. We share the **GOLD** school contract with parents at the beginning of each academic year and also on our school website. We expect parents to sign, read and support this behaviour contract annually.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We inform parents immediately if we have concerns about their child's behaviour or welfare.

If the school has to use reasonable consequences to manage a child, we encourage parents to support the actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact staff members outlined in the table below. If the problem cannot be resolved, the parent has the right to appeal to the Chair of Governors.

Parent Conduct on School Premises:

To safeguard the children, members of our staff team and members of our community, conduct should be **GOLD** at all times. **Any form of abusive behaviour will not be tolerated.** The Governing

body and the Head Teacher reserve the right to withdraw permission for any person who behaves inappropriately to enter the school premises.

Under no circumstances should parents approach any children or other parents regarding any incidents here at school. This would include contacting the other parents outside of school hours in order to further discuss an issue being dealt with in school. This would be a safeguarding issue and may result in a site ban.

If there is an issue that has arisen please discuss this calmly with the appropriate member of staff, in the first instance, the Class Teacher. If the issue is not resolved, please see the paragraph below for guidance on who to contact. To facilitate confidentiality please do so inside the school building.

Parents will be notified if their child causes damage to school property. Should an item be damaged beyond repair, a replacement cost will be negotiated in line with our Charging Policy.

Who should I contact regarding an issue?

If you have a concern over behaviour issues at school, please contact the people below in the following order:

- Class teacher (in the first instance)
- Inclusion Leader
- Assistant Headteachers
- Headteacher
- Chair of Governors

Each person will try their best to find a resolution. The subsequent person should only be approached if the issue continues.

GIVE ME 5

Christ Church

Behaviour for learning expectation

1. We support and actively listen to each other
2. We calmly communicate our feelings
3. We think about how our actions affect others
4. We take responsibility for our own/our groups learning
5. We look after our school, the equipment and the environment

Managing Behaviour at Christ Church School

Christ Church (Brondesbury) CE Primary School's vision of "Going for **GOLD** with faith" underpins the school's behaviour management practice. Staff use focused praise to value children's work/play and behaviour. Boundaries are clearly defined. Children who are not able to adhere to them, their behaviour will be managed in line with the **GOLD** contract.

Restorative Practice in the EYFS

Staff are encouraged to use the following Steps:

1. Approach calmly stopping any negative actions.
2. Acknowledge child's feelings.
3. Gather information. Find out what has happened.
4. Restate the problem.
5. Ask for ideas and/or solutions and choose one together.
6. Be prepared to give follow-up support

Restorative Practice:

As part of supporting pupils to manage their behavior effectively and appropriately, the school has introduced a restorative practice approach. This approach can be used to resolve disagreement between pupils, or any members of the school community (see Appendix 2 for restorative language prompts).

The purpose of restorative practice is to enable pupils to think for themselves about how to respond to challenging situations. Pupils learn to build trust, develop more considered and measured responses and communicate more effectively. Pupils are then able to take these skills into adult life.

Restorative practice can be used to:

- Enable participants to communicate effectively and positively.
- Build relationships and repair harm
- Resolve conflict
- Agree outcomes/restitution.

The approach to restorative practice in school usually involves a facilitated restorative meeting which enables individuals to work together to improve their mutual understanding of an issue and jointly reach the best available solution. But in some cases a less formal approach, based on restorative principles, may be more appropriate.

Restorative practice works to support our 'Going for **GOLD** with faith' values and provides an approach through which pupils can "own their choices" and "take responsibility" for their words and actions in a safe process without harming self-esteem or confidence.

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GUIDANCE ON STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

STAFF HANDLING OF APPROPRIATE BEHAVIOUR – What we do:

- **Use the positive directives** in the 'Going for **GOLD** with faith' and 'Give me Five' class rules in order to manage pupil behaviour affirmatively.
- **Use the reward systems** in place such as **GOLD** certificates where appropriate.
- **Use praise and encouragement** at every opportunity to foster positive self-esteem and positive attitudes towards learning.
- **Take personal responsibility** for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.
- **Provide a role model of calm self-management** in all relationships with children, parents and other staff.
- **Support the principles of our **GOLD** values**. Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to enable this to happen.
- When supporting children's behaviour, **be clear about the Antecedent, Behaviour and Consequences (A B C) and act responsibly**. (See appendix 1).
- **Use the whistle blowing procedures** to ensure inappropriate behaviour management is dealt with.
- **Report any evidence** of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils anywhere in the school.
- Employ rewards and sanctions **in a fair and consistent way**.
- **Communicate pro-actively with parents** and show willingness to work in a constructive partnership with them for the benefit of the child. **Discuss inappropriate behaviour in private**, engaging the parent to support the child and the school.

INAPPROPRIATE BEHAVIOUR –What we do:

- **Use restorative practice** when appropriate to empower pupils to resolve conflicts.
- **Report any incidences** of bullying, (including cyber), racial or abusive incidents on the school forms provided.
- **Follow the procedure** as outlined in the **GOLD** school contract.
- **Give time** for a child to be ready to discuss their behaviour and any worries so that a solution can be found.
- **State clearly what the inappropriate behaviour is** and how to change it.
- **Refer to the 'Going for **GOLD** with faith'** vision and contract and discuss how the behaviour is affecting the child's learning and possibly the learning of others.
- Discuss problems/reprimand pupils **in a private space** away from others – avoid addressing more than one pupil at once.
- **Use positive directives** telling children what **to** do rather than **not** what to do.
- Keep the **focus on the primary behaviour**. Tactically ignore the non-verbal secondary behaviour.
- Any form of confrontation or argument **MUST** be avoided.
- Sarcasm, humiliation and put downs are **strictly not allowed**.
- **Use a calm, quiet voice** wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.
- Always r**e-establish relationships** after correction actively practice forgiveness.
- **Behaviours which affect the safety of children must be reported immediately** to a member of the Senior Leadership Team.
- **Exercise positive handling** (restraint) of a child only in strict accordance with the LDBS/Brent regulations (see Physical Handling Policy)

Christ Church uses the ABC approach when observing behaviour.

The ABC of Behaviour

This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that the majority of behaviour is rational. It is optimistic – if a behaviour has been learned, it can be unlearned. The ABC model suggests that behaviour can be understood in terms of:

A - Antecedents:

- What happened immediately before the misbehaviour, the events that led up to it?
- What was the provocation, who did or said, or did not say, what?
- What was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
- Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)

B - Behaviour:

- What precisely did the child do?

C - Consequences:

- What happened as a result of the behaviour?
- How was the problem dealt with?
- What did the others do?
- How did they react?

Remember that the consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity.

The main question to ask is 'what is the child getting out of behaving like this?'

Problem Behaviour	New skills to be taught & rewarded
Snatching things	Making appropriate requests
Pushing other children	Playing a game with one or two children
Slamming doors	Shutting doors quietly

REMEMBER – Whatever strategies you use to manage inappropriate behaviour you must be consistent in your approach.

Please see other policies and statements which relate to this policy:

1. Safeguarding Policy
2. Special Educational Needs Policy
3. Charging policy.
4. Equality statement.
5. Physical Handling Policy

This policy has been written with regard to:

1. Mental Health and Behaviour March 2015 DfE
2. Behaviour and Discipline in Schools January 2016 DfE
3. PREVENT strategy July 2015 Government.uk

Appendix 2

Restorative prompts	
To the perpetrator	**To the victim**
• Tell me what happened? • What were you thinking at the time? • What do you think about it now? • Who has been affected by this? • In what way have they been affected? • What do you need to do about it? • How can we make sure this does not happen again? • What can I do to help you with this?	• Tell me what happened? • What did you think when it happened? • How has this affected you? • What has been the worst thing for you? • What is needed to make things right? • How can we make sure this does not happen again? • What can I do to help you with this?

Anti-Bullying Policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "Sexual violence and sexual harassment between children in schools and colleges" guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Policy Objectives

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

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 o The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

Responsibilities

It is the responsibility of:
- The Headteacher:
  - to communicate this policy to the school community,
  - to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of bullying

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

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Christ Church CE Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by Christ Church CE Primary School as being a form of child on child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Forms and types of abuse covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying o Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  o Bullying related to race, religion, faith and belief and for those without faith
  o Bullying related to ethnicity, nationality or culture
  o Bullying related to Special Educational Needs or Disability (SEND)
  o Bullying related to sexual orientation (homophobic/biphobic bullying)
  o Gender based bullying, including transphobic bullying
  o Bullying against teenage parents (pregnancy and maternity under the Equality Act).

School ethos

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

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

Our Community:
- Understands the importance of challenging inappropriate behaviours between peers.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.

- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Brent Family Front Door or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy.
- If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  o looking at use of the school systems
  o identifying and interviewing possible witnesses
  o contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  o Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  o Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  o Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  o advising those targeted not to retaliate or reply.
  o providing advice on blocking or removing people from contact lists.
  o helping those involved to consider and manage any private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
  - official warnings
  - detentions/internal exclusions
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

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

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

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

Preventing bullying

Environment:

The whole school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and support

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

Education and training

The school community will:
- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Involvement of pupils

We will:
- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Be involved in The Diana Award "Anti-Bullying Ambassador" scheme in order to promote Anti-Bullying values and to provide peer support for pupils
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with Parents and Carers

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

Monitoring and review

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

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

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

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

Useful links and supporting organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com/
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0- to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and Sexual bullying

- NSPCC 'Report Abuse in Education' Helpline: **0800 136 663** or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame