ARCHBISHOP BENSON C of E SCHOOL

Anti-Bullying Policy

Chair of Governors	Mandy Hoare
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ANTI-BULLYING POLICY

1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils.
Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

1.1 Vision:
With **fun and learning**, **hand in hand**, **all things are possible.**

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

Values:

RESPECT   **CREATION**   **FELLOWSHIP**   **WISDOM**   **HOPE**

1.2 School Aims:

To help fulfil this vision the school has the following aims:
- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning
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1.3 School Ethos

Archbishop Benson's Three Rules		
We care	**We share**	**We repair**
Respect, Creation	Fellowship	Hope, Wisdom

As a Church of England school, we are committed to being a faith-based community. Our school ethos is strengthened through the practice of forgiveness and reconciliation which encourage good mental health and enable us all to live well together and to maintain relationships and this is reflected in our policies and procedures.

We promote and practise forgiveness as it is a means of allowing children and adults to let go of anger towards someone who may have hurt them and for them to be able to think, feel, or act with kindness towards that person. We explain that it is never weak to forgive. It takes strength and courage to forgive someone. It is not about forgetting or putting up with being hurt; we can forgive while still seeking justice.

We promote and practise reconciliation as it empowers children and adults to begin the act of becoming friendly again after a disagreement. It is about developing the life skills to be able to move from anger to fellowship so the relationship can flow freely again

As part of the forgiveness & reconciliation process we also encourage the children to be able to say or to show "sorry" to others.

2.0 Rationale

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented. (Preventing & Tackling Bullying DfE 2017)

We believe that:
- Children should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them

Everyone at Archbishop Benson School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

We aim to provide a healthy social, learning & working learning environment in and around the school and to provide a clear message to children, staff and parents that bullying behaviour is unacceptable and will not be tolerated.

Where bullying exists, anyone involved must feel confident to activate the anti-bullying systems within the school to end the bullying.

3.0 The purpose and scope of this policy statement

The purpose of this policy statement is:
• to prevent bullying from happening between children and young people who are a part of our school or take part in our activities
 • to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
• to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

It is responsibility of **every member of the school community** to model, encourage and support our Behaviour for Learning Policy. This includes school-based staff, parents, pupils, governors and other friends, professionals and associates of the school.

This policy statement applies to anyone working on behalf of Archbishop Benson School, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

Separate documents set out:
- our Behaviour for Learning Policy
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

4.0 Definitions of Bullying & Harassment

4.1 What is Harassment?
Harassment is when someone is **worried or annoyed** repeatedly by someone. This could very easily lead on to full-scale bullying if not tackled.

4.2 What is Bullying?
Bullying is abusive behaviour by an individual or group, repeated over time, that intentionally (but not always) hurts another individual or group either physically or emotionally.
 (Preventing & Tackling Bullying DfE 2017)

*Bullying is the repetitive, intentional hurting of one person or group by another person or group, **where the relationship involves an imbalance of power.** It can happen face to face or online.*
(Anti-Bullying Alliance)

This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. The relationship involves an imbalance of power & can happen face-to face or online. Bullying can come in many forms but is acceptable in none. s

Our definition of bullying is "when a person or group **deliberately and repeatedly** uses personal power to hurt you physically, or hurt your feelings making you feel sad or scared."

When an incident of bullying occurs, we seek to support all the children involved in the bullying - see Appendix 1. At Archbishop Benson we do not use the words 'bully' or 'victim'; although we recognise that such labels may seem an accurate reflection to some of the experiences that children have had. By calling someone a 'bully', there is the risk that both they (and others) will feel that
  - this is who they are at their very core.
  - they are inherently 'bad'.
We want to recognise that we all, at some time, do bad things and that labelling people as 'bullies' or 'victims' can be counterproductive. We use the phrases:
 'the child who bullied' or 'the child who caused harm'
<div align="center">or</div>
'the child who was bullied' or 'the child who experienced harm'

We remain focused on the behaviour, not on the label.

5.0 Types of Bullying – see Appendix 2

Bullying can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.
Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

- **Verbal bullying** is when a person uses hurtful, rude or offensive language make people feel bad about themselves

- **Physical bullying** can be anything from pushing someone in a line or spoiling their playtimes to physical assault. It includes interfering with or destroying someone else's property

- **Social/emotional bullying** is when someone is ignored or excluded on purpose with the intention to be to be hurtful or mean. It can include spreading rumours & trying to spoil friendship & relationships.

- **Online/Cyber-bullying** is bullying that takes place online. It includes using the internet, email or messaging to send rude/offensive comments or images or to harass, threaten and/or isolate someone. Unlike bullying offline, cyber/online bullying can follow the child wherever they go via social networks, gaming and mobile phone. It more typically starts out of school but will often over-spill into school life. To support our staff and families with managing bullying, we have systems in for preventing cyber bullying as well as responding to cyber-bullying - **see Appendix 3** for information on how the school manages incidents of online/cyber bullying

Discrimination can also be a form of bullying, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.
- **Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)** is
  (Any of the above types if bullying may be experienced within prejudice-related bullying)
- The refusal to acknowledge or respect the physical and or mental disability of an individual.
- The refusal to acknowledge or respect the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge or respect the sexuality or gender identity of an individual.

6.0 Actions to Tackle Bullying

We are continually committed to being a relationships-based school community. We do not claim to be a bullying-free school but we seek to be pre-emptive and preventative in our approach to bullying-type attitudes and behaviour. As a Church of England school, we promote a high-profile, proactive, whole-school approach to the **importance of fellowship** (one of our core school values) within our school family.

Fellowship: We recognise and celebrate that we are all **fellow** brothers and sisters within a big global family and that we are **stronger together**

"Encourage one another and build each other up"
1 Thessalonians 5:11

6.1 School ethos
We recognise that it is responsibility of **every member of the school community** to model, encourage and reward positive behavior throughout the school day and to challenge bullying attitudes or behavior of any kind. Members of the school are made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff.

All adults in the school also have an important role to play in the prevention of bullying and must act to prevent situations which they see arising. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond.
At Archbishop Benson School **we all have a responsibility to**:
- read this policy
- understand it
- ensure that our practice is always in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills
At all times we focus on positive relationships and social interaction in order to strengthen school community cohesion.

6.2 Prevention
We recognise that:
- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm

• all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
• everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We use our Positive Behaviour for Learning curriculum to promote fellowship, tolerance and equality and to prevent relationship problems from arising or escalating by equipping our pupils with skills that enable them to self-regulate, to articulate their feelings and to cope better with social situations and challenges. Activities used to promote such skills include:
- Understanding what our school rules truly mean
- Practising our relentless routines
- Focusing on positive recognition
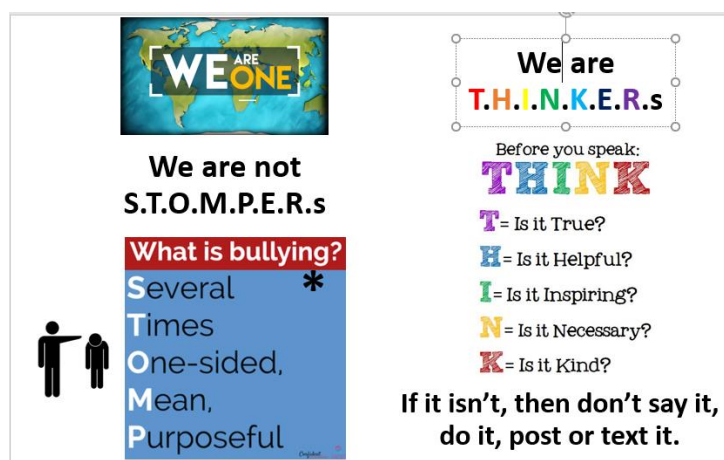- Selecting & using appropriate behaviour support strategies

We proactively harness our school ethos and values to teach character education on a daily basis so that all children are clear about:
- our expectations of behaviour towards each other,
- the importance of discipline and good behaviour in school life,
- having consideration and respect towards others (pupils and adults),
- demonstrating good manners and courtesy,
- celebrating positive character traits among pupils.
We regularly re-visit with the children how to use our **5 Steps to Fellowship Code** (**see Appendix 4**) and how to combine self-help (resilience), peer support and adults support to respond effectively and successfully to daily social and emotional challenges.

Our Behaviour for Learning motto is "**It's good to be good**". We create and celebrate together opportunities for our pupils to "do good" e.g. our weekly "Star of the Week" certificates and our termly School Values certificates. We also seek to encourage our pupils to exercise "good will" i.e. showing compassion, speaking up for others and doing what is right even when this may feel uncomfortable. Our programme of school worship provides a vehicle to reinforce our culture of zero tolerance to bullying behaviour by inspiring the children, through discussion, stories and prayers, to take a risk and stick up for their peers when they encounter various forms of injustice, prejudice or bullying.

We use our **Anti-Bullying curriculum** to teach our children about recognising, reporting and responding to bullying (**see Appendix 5**).

We use **the wider curriculum** whenever possible to reinforce the inclusive ethos and values of the school, and to help pupils to develop strategies to combat prejudiced/bullying or discriminatory-type behaviour through
- Class topics.
- Our PSHE scheme of work.
- Our annual Fellowship Anti-Bullying programme e.g. 2021 theme: One Kind Word.
- Our annual involvement in National Anti-Bullying Week in November, and Safer Internet Week in February, also creates an opportunity to highlight and work upon issues relating to bullying and improving self-assertion skills.

We use all of the above opportunities to reinforce a common understanding and use of anti-prejudice and anti-bullying language e.g.

"We all equally belong. We don't aim to 'fit in', we aim to 'fit together'.

"We are a rainbow school. We are all part of the jigsaw of life"

We actively promote e-safety and digital literacy and teach safe ways to use the developing technologies. Within **the ICT curriculum, as well as cross-curricular learning with ICT links**, we teach pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights e.g. Click with Kindness cyber-bullying campaign

6.3 Early intervention

The school recognises that early intervention can help to set clear expectations of the behaviour that is and is not acceptable. At Archbishop Benson School, we promote a "First **A**ttention to **B**est **C**onduct" (**ABC**) approach.

We will not ignore low-level disruption or the use of offensive language (which can sometimes be seen as horseplay and banter respectively) as we recognise that if this is dismissed or left unchallenged, it can lead to negative behaviours escalating as well as a reluctance among pupils to report other behaviour.

Pupils can use **established behaviour management strategies**,

In the first instance we support the children with effective strategies for avoiding relationship issues including bullying:
- Using deep breathing to self-regulate
- Using the T.H.I.N.K strategy
- Using the 'Walk It Off' or the 'Walk & Talk' strategy
- Using the 'New Face, New Place' and seeking peer support

Where that is not possible or practicable, then we support the children with more assertive strategies for preventing or reducing relationship issues including bullying:
- Using humour or 'fogging'
- Using the S.T.O.P strategy
- Using the 'Safe Space' strategy
- Identifying their trusted adults (i.e. their Hand of Fellowship) and seeking adult support
- Exploring bullying-type scenarios with the children involved and using our shared language associated with potential or actual individual or group-bullying e.g. target, instigator, assistant, reinforcer, bystander, defender

6.4 Response
At Archbishop Benson School, we do not use the words "bully" or "victim" as we believe that this type of "label" language can be counterproductive. We use the phrases:
'the child who bullied' or 'the child who caused harm'
<div align="center">or</div>
'the child who was bullied' or 'the children who experienced harm'

Key points in our response to bullying are:
- to always affirm that bullying is never tolerated
- never to ignore reported or suspected bullying
- to praise the child/ren from coming forward & doing the right thing in reporting & seeking help
- not to make assumptions
- to investigate and listen carefully to all accounts (sometimes a written account is more revealing)
- to put appropriate support in place for all children involves
- to adopt a problem solving, pro-active approach, working with all the children involved and their families
- to follow up promptly and repeatedly

We also bear in mind evidence-based guidance.
Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.
(Preventing & Tackling Bullying DfE 2017)

The response will depend on the severity of the incident. The response may include:
- School investigation
- Discussions with parents
- Use of consequences (the consequence should reflect the seriousness of the incident so that others see that bullying is unacceptable)
- Pastoral support e.g. learn to challenge group dynamics & roles within bullying situations
- Making It Right work e.g. Say sorry, show sorry – accepting responsibility & accountability
- Restorative conversations & ideas from Step Up workshops.

If bullying persists further actions will be taken:
- Restorative justice exercise
- Making It Right work e.g. a Personal Fellowship Plan
- High-tier consequences as those listed in our Behaviour for Learning Policy
- Further pastoral support e.g. counselling, referral to CAMHS
- Suspension e.g. at lunchtimes
- Permanent exclusion (as a very last resort, after all other routes have failed or as a response to an incident of extreme severity).

6.5 Support from the Inclusion Team
Some of our children and families may benefit from pastoral support from our Inclusion Team. This support can come in a variety of forms. For some children, the main barrier to overcoming bullying behaviour is having the expressive language to be able to discuss what they are feeling and thinking. We recognise that talking about feelings and having a language of feelings is one of the cornerstones of emotional literacy. We support the development of expressive language in class as well as additional support like emotion coaching, emotions scaling, Draw & Talk therapy.

Children missing school due to bullying, even for a short time, disrupts their education and in itself it also fails to address the causes of the problem. We will seek to respond sensitively where an absence arises as a result of bullying. We will work with families to ensure bullied children continue to attend school. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Where bullying is being identified as a barrier to attendance and learning, pupils and families may benefit from the Protective Behaviours programme – a practical approach to personal safety. It is a process which encourages self-empowerment, using the language of safety and the language of consent, and brings with it the skills to avoid feeling and being victimised.

> **Theme 1**: "We all have the right to feel safe all the time"
>
> **Theme 2**: "We can talk with someone about anything, even if it feels awful or small"

In extreme cases, where the effects of bullying are so severe that it is not possible to continue to include or reintegrate a child back into the school, then the school will explore other arrangements so that the pupil can still continue their education. This could involve the transfer of the child to another mainstream school. Or where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Our aim would be that alternative provision would support reintegration back into mainstream education, working closely with the pupil and their parents to agree a plan and timetable for return.

7.0 Reporting bullying

Our children are made aware that they do not 'deserve' to be bullied. They are regularly reminded that they will be supported and taken seriously if they report concerns about bullying. We remind them that 80% of bullying is witnessed by onlookers so they need not worry about having to speak up on their own. They will be listened to and will be supported by their peers and by staff.

Staff are very experienced at observing our pupils and noticing changes in their mood, body language and behaviour which could indicate potential or actual bullying. We also have a variety of ways in which children can report bulling and ask/receive support and guidance.

- They can use their individual mood pebbles on the class red/amber/green mats or the Class Worry Monster, to let adults know if they are feeling upset or worried.
- They can use peer support to help report a bullying worry e.g. a school councillor, a house captain, a sports leader, a worship buddy, a lunchtime helper or a chosen "upstander".
- They can speak to one of their trusted adults (on their Hand of Fellowship). We remind them to stick with the same trusted adult so that they can build a relationship and so that one adult can then be aware of the full extent of the issue.
- They can share their worry with their parents who can then contact the school so that support can be put in place.
- They can speak to their teacher about using Circle Time (as well as role-play and other drama techniques) to air & share a bullying problem. If held regularly, these can be effective ways of sharing information and providing a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. They can also be used just within the affected group to confront harassment or bullying that already exists.

8.0 Recording bullying

All incidences of bullying will be investigated by the school. Pupils & parents will be involved in these investigations. Information relating to incidences of bullying and any related investigations will be recorded on CPOMs which is our online platform for monitoring behavioural issues including bullying. Our categories for bullying are

- Potential bullying

- Actual bullying
- Hate crimes

We use the NSPCC definition of a hate crime to help us decide on the severity of the prejudice or discrimination experienced by the child/ren and what action need s to be taken.

"If someone commits a crime against you because of your race it is considered a hate crime and is against the law. Instances of bullying that are racially motivated but not a crime are considered racist incidents." NSPCC.

The school has a duty to report hate crimes to the local authority.

Recorded information will include type of bullying, frequency of bullying, action taken, consequences applied, support given and engagement with parents.

We use CPOMs to ensure a consistent approach to recording incidents of bullying. We can monitor incident numbers and identify any patterns in bullying e.g. same pupils, same class, same year group.

9.0 Bullying Outside of the School Premises

Whilst this Anti-Bullying Policy refers mainly to the behaviour of pupils within the school premises, the school has the power to discipline beyond the school gates.

'School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.'

(Preventing & Tackling Bullying DfE 2017)

Our policy covers any inappropriate behaviour while our pupils are
- Taking part in any school-organised or school-related activities;
- Travelling to or from school;
- Wearing school uniform;
- Identifiable as a pupil of the school in some other way

We aim to influence our pupils' attitudes to help to decrease incidents of them bullying outside of school. We will empower our pupils to apply our positive behavioural strategies out of school to encourage local community cohesion.

Pupils are encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:
- discussion with parents of bully and/or victim
- talking to members of the wider community who may have reported a bullying incident
- talking to the local police e.g. PCSO
- talking to specific pupils about how to handle bullying outside of the school's premises.
- signposting the child to trusted external organisations e.g. Childline.
- following up with a whole-school response e.g. focused assembly or a preventative education activity

10.0 Parental Involvement

At Archbishop Benson, we are committed to early intervention with regards to all behaviour including bullying. We ensure that we communicate regularly with parents regarding their child's behaviour. This can range from a simple class dojo message or a dojo point through to a meeting with the class teacher or phase leader or a discussion at parents' evening.

We involve parents to

- ensure that school and home can work together supportively and that they can reinforce key messages and actions at home.
- ensure that they feel confident that the school is taking any complaint about bullying seriously and is seeking to resolve the issue in a way that protects the child/ren involved.
- ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied or is bullying.
-

We are committed to a strong partnership between the home and school. Part of that partnership involves a shared commitment between both staff and parents, as well as between parents themselves, to maintaining good working relationships so that we ensure a safe and positive school environment for all our children and their families. Where parents or carers may have a potential bullying-related concern relating to their child, we ask them to always work directly with the school. It is never appropriate for a parent/carer/adult to approach someone else's child, at any time, in order to discuss perceived or actual bullying or to chastise them in any way because of the actions of this child towards their own child. Such an approach to a child has the potential to be seen by other parents as a form of bullying itself or an assault on their child and can result in the incident escalating far beyond the original intention.

We also ask and expect parents to refrain from informing other parents of events they believe have happened in school relating to their children, particularly where it is reported that those children may have been in trouble of some kind. There is a real likelihood that the information being shared will not reflect the context of the incident nor include the full facts. Other parents may feel they are being helpful but actually it frequently has the opposite effect.

11.0 Child-on-Child Abuse, Sexual Violence and Sexual Harassment

We recognise that severe harm may be caused to children by abusive and bullying behaviour of other children. Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children.

Child-on-child abuse, sexual violence and sexual harassment are never acceptable, and they will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

Abusive behaviour is often characterised by a lack of true consent, the presence of a power imbalance and exploitation. The same signs and symptoms that pertain to the abuse of children by adults are applicable to the abuse of children by other children. This may be physical, sexual or emotional and such abuse will be taken as seriously by the school as abuse perpetrated by an adult. If an allegation has been made or child-on-child abuse, sexual violence or sexual harassment has taken place, this must be reported to the Designated Safeguarding Lead.

- o The school has a statutory duty to respond to all signs, reports and concerns of child-on-child sexual violence, sexual harassment or harmful sexual behaviour, including those that have happened outside of the school and/or online.

   "Schools and colleges should be aware of the importance of making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse,

leading to children accepting it as normal and not coming forward to report it." DfE Keeping Children Safe in Education Sep 2022

- o Bullying may involve an allegation of crime (assault, theft, harassment) and this may involve the school needing to seek procedural advice from Social Services and/or the Police.
- o When there are concerns about sexual abuse or serious or persistent physical or emotional child-on-child abuse, the school will liaise with MARU (Cornwall Council's Multi-Agency Referral Unit) to seek advice and guidance on submitting a referral and seeking multi-agency involvement e.g. Children's Services or the Police.

In establishing the extent and nature of such identified concerns, the school will undertake an evaluation of all relevant information to inform the appropriate response:

- o An initial discussion will be held with each of the pupils involved and they will be given the opportunity to record or dictate, in their own words an account of what has happened;
- o On the basis of the accounts given, the perceived level of distress experienced by the pupils and/or risk of further incident, consideration will be given to the need to separate the child who has experienced harm and the child who has caused harm in the classroom in the school and the possible need to send one or both home (for a defined period);
- o Any written records of pertinent information including date and time of the incident, a diagram / photo of the room / playground if relevant, and staff signature, as well as a description of who was present (potential witnesses);
- o Accounts of the incident from other pupils or staff named as being present;

The information gathered will be kept as a formal record of the incident and:

- o Pupils involved will be given the opportunity to comment on the factual accuracy of this formal record and any disagreement recorded;
- o Parents / carers of pupils involved will be informed of the incident, the initial action taken by the school and a meeting will be arranged so that they can be present when the pupils are formally interviewed about the incident by school staff.

When it is clear that the concern is one of child protection there will be no delay in the referral to MARU (Multi-Agency Referral Unit).

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- o The school has a statutory duty to respond to all signs, reports and concerns of child-on-child sexual violence, sexual harassment or harmful sexual behaviour, including those that have happened outside of the school and/or online.
  "*Schools and colleges should be aware of the importance of making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it*." DfE Keeping Children Safe in Education Sep 2022
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12.0 Links to other policies

Our whole-school approach to behaviour management, integrates with and should be used in conjunction with the following related policies:
- Positive Behaviour for Learning Policy.
- Safeguarding & Child Protection Policies
- Physical Handling Policy
- E-Safety Policy
- Equality and Diversity Scheme
- Managing allegations of abuse made against staff and volunteers
- Staff Code of Conduct
- Play Supervision Policy
- Suspension and Permanent Exclusion Policy

13.0 Training & Continuing Professional Development

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered. In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully nurture positive behavior, to challenge bullying-type behaviour and to deal effectively and supportively in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:
- INSET training led by school-based staff
- in-house individual support with staff with identified best practice
- in-house support on behaviour management issues specific to a key stage/cohort/pupil group
- INSET training led by outside agencies or consultants;
- Centre-based training led/coordinated by the LA for staff and governors;
- Local or national conferences featuring specialist speakers on the subject.

- Nationally accredited training e.g. National Professional Qualification for Leading Behavior & Culture

Positive behaviour management and anti-bullying is incorporated into all our Tier 1 and Tier 2 safeguarding training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 safeguarding training, including Team Teach, to ensure effective focused behaviour management for some of our most vulnerable pupils.

14.0 Monitoring and Evaluating Behaviour

We seek to remain abreast of all DfE & Ofsted advice & guidance which outlines the government's approach to behaviour, legal obligations and the powers schools have to tackle behaviour, and the principles which underpin the most effective behaviour strategies in schools.

We have strong and effective systems in place for data capture, including the key components of our behaviour culture.
We collect data from the following sources:
- behaviour incident data on CPOMs
- information/data on the application of consequences across the school
- anonymous surveys for staff, pupils and parents on their perceptions and experiences of the school behaviour culture.
- Monitoring reports from governors and other stakeholders on their perceptions and experiences of the school behaviour culture
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;

This is monitored and objectively analysed regularly by school leaders and skilled staff; doing so assists with reporting on our behaviour culture clearly and accurately.
- School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.
- School leaders and governors (the Ethos Committee) pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

The range of sources mentioned above are maintained by the school to monitor and evaluate both quantitatively and qualitatively:
- The frequency and range of behavioural incidences
- The frequency and causes of bullying incidences
- Any patterns or trends in bullying behaviour.
The above records are also monitored and evaluated by the Safeguarding Governor.

Our whole-school approach to behaviour management aims to encourage good behaviour and consideration towards others. If our Behaviour for Learning Policy & our Anti Bullying Policy are implemented effectively within an inclusive educational and pastoral environment there will be few incidents of bullying. We recognise that no school is ever completely void of bullying and behaviour incidents and our aim is to achieve a minimum of such occurrences which are dealt with swiftly and effectively.

15.0 Implementing the Policy

Staff, pupils, parents and governors have been consulted during the development of our Anti-Bullying curriculum and the drawing up of this policy.

The response to bullying needs to be consistent as set out in this policy.
Everyone needs to be aware that:
- bullying will never be tolerated
- bullying should be reported
- bullying will always be responded to.

16.0   Policy review

We are committed to reviewing our policy and practice every 2 years.

Updated: October 2022

Date of Review: October 2024

Signed: ……………………………………………………………………………
Safeguarding Governor

Signed: ……………………………………………………………………………
Designated Safeguarding Lead