



RELATIONSHIPS, CULTURE & BEHAVIOUR POLICY (including anti-bullying)

Be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

And be kind one to another, tender hearted, forgiving one another.
- Ephesians 4:32

Intent

Archbishop Runcie First School is a Church of England First School. In harmony with the Christian ethos of our school, our policy for the promotion of positive pupil culture, behaviour and relationship are rooted in the teachings of Jesus Christ. We respect the uniqueness of each child and encourage them to be a responsible and participating member of our cohesive school community. In so doing, we believe that in taking a fair and consistent approach to promoting positive culture, behaviour and relationships and that children must be treated in ways appropriate to their age, needs and circumstances.

We aim to cultivate a culture which balances high expectations with the support required for all pupils to achieve well. We believe that the behaviour of all children in school is the shared responsibility of pupils, parents and staff. Good behaviour will be taught, recognised and modelled.

Research shows that an effective pupil culture can also support pupils' wellbeing. A positive school culture can help all pupils feel like they belong and are safe at school. In a reinforcing cycle, feeling a sense of belonging is correlated with improved attainment and feeling success in learning is correlated with higher levels of life satisfaction. Our aim is to build a school culture that enables pupils to build trusting relationships with staff, which will also positively impact their wellbeing, behaviour and relationships.

Communities are most effective when their members have high esteem and respect for each other. Our 'Culture, Behaviour & Relationships Policy' aims to support our school's Christian ethos through the teaching and promotion of our core Christian values:

Love

We love each other like a family. We treat each other fairly and make sure that no one feels left out. We are helpful and kind towards others, including those who are not showing us love – this can sometimes be tough.

We remember the words of St Paul in his epistles:

I may speak in different languages of men or even angels. But if I do not have love, then I am only a noisy bell or a ringing cymbal. I may have the gift of prophecy; I may understand all the secret things of God and all knowledge; and I may have faith so great that I can move mountains. But even with all these things, if I do not have love, then I am nothing. I may give everything I have to feed the poor. And I may even give my body as an offering to be burned. But I gain nothing by doing these things if I do not have love.

1 Corinthians 13:1-3

Determination

We take our value of Determination from our school motto as it is a combination of being courageous and strong. As a result, we have the patience and determination to keep going. We never give up, even when

times are hard and this can be especially true when we see behaviour in others that are difficult, or (especially difficult), seeing that behaviour in ourselves, learning to forgive and to learn. We remember the words of James in his epistle:

Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him.

James 1:12

In sympathy with our Church foundation and mission, staff actions must promote and encourage forgiveness, reconciliation and justice. By focusing on pupil culture, staff will improve pupil learning and wellbeing in the short term and potentially improve pupils' life chances in the long term. By embodying the principles within this policy, we hope that we will support the flourishing of all members of the school community.

Supporting Pupils to develop Positive Behaviours & Culture

Although the process of developing habitual behaviours is complex, we aim to teach specific behaviours through explicit teaching. Staff support pupils to communicate effectively with their peers by providing examples (asking questions to clarify understanding, inviting others to contribute) or non-examples (talking over others, ignoring previous contributions), giving our children opportunities to practise desired behaviours.

Staff recognise their influence and impact as role models of behaviour. They aim to establish expected behaviours at key moments, such as the start of a school year or before an important or unusual event as well as during the year. We integrate the teaching of expected and desirable behaviour into their everyday classroom practice for pupils to develop positive behavioural norms and habits. The teaching of expected and desirable behaviours is planned for across the whole school within the PSHE long term plan.

Staff normalise expected and desired behaviours through positive reinforcement (which work best when used four times as often as corrective statements). By focusing on and highlighting the positive, rather than drawing attention to undesirable behaviours, staff establish social norms and thus embed the intended culture.

Trusting Relationships

Trusting relationships between staff and pupils are vital to develop positive culture, behaviour and relationships, reduce the likelihood of risky behaviours and therefore enable pupils to access learning more effectively. Trusting relationships also increase our influence on pupil's social, emotional and cognitive development. We aim to convey care, empathy and warmth towards our children and model this positive regard, even with gestures as small as greeting pupils at the door. We establish strong relationships by taking a genuine interest in our children and their families, asking questions, remembering important details about our children and being attentive to their needs, as well as using strategies to maintain and restore the relationship after a negative interaction.

The School Environment

Pupils' wellbeing at our school stems from them feeling that the classroom environment is predictable, secure and conducive to learning. Staff aim to ensure all pupils feel welcome at school by cultivating a sense of belonging, in order to also increase motivation. All staff use inclusive language of 'we', 'us' or referring to a group of pupils as a 'team' as a driver of belonging. ARFS has developed a carefully mapped PSHE curriculum and intentional day-to-day approach to teaching social and emotional skills. Staff constantly review and refine pupil culture, drawing on data, pupil voice and staff observation.

Aims

The school follows three key principles of behaviour management, informed by our Christian ethos:

1. Being Inclusive

Pupils from disadvantaged backgrounds and those with special educational needs are particularly likely to benefit from efforts to improve pupil culture, behaviour and relationships, especially if the culture promotes a sense of belonging for all pupils.

The way that teachers model, discuss and manage behaviour is important. Many behaviours, including self-regulation, are learned through the expectations and examples provided by important adults in their lives and by their peers.

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The deregulated behaviours of some vulnerable pupils need to be addressed with an understanding of individual pupil needs.
- Our school has due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour and desired behaviour in our school and within the wider community. We should seek to raise those expectations in partnership with staff, governors, pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we would like them to behave and teaching this.
- We should recognise acceptable behaviour and culture through positive reinforcement and modelling.
- We should provide pupils with honest and sensitive feedback on their own learning and behaviour so it is used as a learning opportunity.

3. Being Assertive and Having High Expectations

- Staff have the right to teach; pupils have the right to learn.
- All pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a safe, loving and inclusive school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff may require support from each other and outside agencies in order to support individual pupils through learning and making changes to behaviour and culture. Swapping in/out with other staff can be an effective strategy.
- We remember that Jesus taught us to stand up for what is right and that sometimes this is challenging to do but we do our best to make the right moral decisions and taking social action.

We have established a shared understanding of high expectations for pupil behaviours including what expect to see in classrooms and around the school, such as pupils raising their hand for every question, holding doors open for one another or speaking in full sentences (see Appendix 3).

Implementation

Initially in EYFS, staff focus on fundamental expected behaviours that ensure access to learning such as how children should gain attention from the teacher in an appropriate way. Staff further up the school can then prioritise promoting desirable learning behaviours. These learning behaviours include developing social, emotional and cognitive skills such as organisation, communication and self-regulation which not only help them to achieve but are correlated with future wellbeing and success.

We share the purpose of behaviours with our children in order to support pupils to understand 'why' as well as 'what' to do, gradually aligning beliefs with behaviours. For example, we articulate that a quiet

environment enables pupils to concentrate and therefore explore how focus supports learning, a long-term goal.

We aim to promote the Christian ethos and expectations within our school. We follow a restorative approach and use restorative enquiry when responding to challenging behaviour.

Adults:

Staff respond calmly, with warmth and empathy and avoid negative emotional behaviours, such as using sarcasm, shouting or humiliation. Consequences to behaviour enable pupils to reflect, repair and make amends so that they feel supported to learn from mistakes. When pupils persistently struggle to meet expectations, leaders promote an open-to-learn approach whereby they seek to listen, understand and learn more before designing solutions.

- Adults should always demonstrate mutual respect and model positive behaviour as an example to the children e.g. talking calmly to children and never shouting at children
- Present children with a clear and consistent set of guidelines for behaviour with reasons for why that behaviour is required
- Using positive language where possible e.g. 'walk please' rather than 'don't run'
- Praising positive behaviour and good manners (remember that positive affirmation should be used four times as often as corrective language).

Children:

- Children should be encouraged to reflect upon and learn from their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.

Promoting positive behaviour, culture and relationships

We encourage and teach children to:

- Understand and follow our school values and classroom rules at all times
- Be resilient in all they do
- Move appropriately and considerately around school
- Be polite to adults and other children
- Develop strategies to deal with upsetting or aggressive behaviour
- Take responsibility for their behaviour, realising that they always have a choice
- Contribute to their own learning and be proud of their progress
- Celebrate and promoting difference and diversity within our community
- Ask questions and challenge themselves to risk-take appropriately
- Report incidents of bullying behaviour involving themselves or others, including online

Rewards and Strategies we use to promote Positive Behaviour

In addition to the general culture, behaviour and relationships policy principles, staff may use any of the following to promote and reward good behaviour. This may vary according to the needs of the class. This list is not exhaustive:

- Approving look, smile, nod, sign (e.g. "thumbs up")
- Verbal praise (private or public)
- Dojo points
- Stickers, stamps, comments
- Certificates
- Special chair, cushion
- "Sharing Good News" letter/card home to parents
- PSHE focus
- Celebration Worship
- Celebrating good work with other teachers and classes
- Celebrating good work with Senior Leaders
- A special responsibility

- Star of the Week/Day
- Prize box

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Strong relationships are established
- Children feel valued and listened to, loved unconditionally by all staff
- A restorative approach is used to resolve conflicts
- Children understand the systems for rewards and consequences
- Consistent routines and systems are in place which encourage positive behaviour
- Children are well known by staff
- Effective classroom organisation and management
- Managing transitions effectively proactively
- Appropriate curriculum match
- Establishment of effective positive relationships
- Developing a restorative approach
- Children taking ownership of routines
- Acknowledging and rewarding positive behaviour
- Development of self-esteem
- Emotional intelligence and the teaching of feelings language
- Using 'wondering' language and noticing emotions, particularly for dysregulated children.
- Actions beyond the classroom (e.g. online)

Children are never made to say they are sorry. We believe that "sorry" is a feeling. Children may wish to apologise, however, they should acknowledge this is a promise to their friends that they have learned from their behaviour and will change their actions in future.

Vulnerable Pupils

Pupils from disadvantaged backgrounds and those with special educational needs are particularly likely to benefit from efforts to improve pupil culture, behaviour and relationships, especially if the culture promotes a sense of belonging for all pupils.

Most children, at some point during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. These children are particularly likely to benefit from efforts to improve pupil culture, behaviour and relationships, especially if the culture promotes a sense of belonging for all pupils. If a pattern of dysregulated behaviour emerges, staff will begin a series of interventions.

Parents will be invited to a meeting to inform them that we have concerns about their child's behaviour. The Senior Leadership Team/SENCo/Family Support Worker will discuss strategies with parent/carers to further support their child's behaviour. These may include:

- Home school books
- Behaviour charts
- SEND support plans
- Pastoral Support Programme
- Interventions
- Social stories
- Parenting support

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes. The school may use an 'Antecedents, Behaviour, Consequence' system as a means of identifying the cause and finding solutions to behavioural difficulties. This is also important for recording and thinking through behavioural incidents more generally.

Dealing with unacceptable behaviours

Staff respond calmly, with warmth and empathy and avoid negative emotional behaviours, such as using sarcasm, shouting or humiliation. Consequences to behaviour enable pupils to reflect, repair and make amends so that they feel supported to learn from mistakes. When pupils persistently struggle to meet expectations, leaders promote an open-to-learn approach whereby they seek to listen, understand and learn more before designing solutions.

We acknowledge that on rare occasions there are circumstances that prevail (eg serious breaches of the school's policy) which mean we may have to exclude a child from school in order to safeguard the well-being of that child or the other children.

- All staff use a restorative approach when dealing with unacceptable behaviour
- Staff use the following questions to help children consider, and reflect upon, their behaviour.
 - Tell me what happened
 - What were you thinking at the time?
 - What are you thinking now?
 - Who has been hurt/upset by your behaviour?
 - What could you do to put things right?
 - What would you do differently next time?
- Staff follow the sequential behaviour sequence (see below).
- All behaviour incidents (action four or above, or repeated action three – see below) will be logged on CPOMS
- It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour e.g. children walking past in the corridor or moving around school
- Fairness and consistency must be seen to apply in praising/rewarding good behaviours and discouraging unacceptable behaviours. We avoid seeking to make children feel guilty but we do encourage them to reflect on their actions.
- Parents will be kept informed of any concerns regarding their child's behaviour and invited into school when there are significant concerns.
- In some cases, behaviour contracts may be used to deal with issues between individuals or groups of children. These must be shared with relevant staff and parents.
- No child is to be sent to stand or work outside the classroom unsupervised. Some children may benefit from a brief time out, supervised by an adult, to calm down and reflect (change of space/face).
- No staff should raise their voices towards children as we remember that we are modelling the behaviour we expect.
- Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support /strategies / intervention measures taken, then this will result in the child's exclusion from the school.
- Extreme cases may result in a child being suspended or excluded from school. In these circumstances, the School's Exclusion Policy (based on DfE Guidance). [DfE Suspension and Permanent Exclusions Guidance](#)
- Racial and homophobic incidents, including name calling, and other incidents that are prejudicial particularly towards those with special characteristics as outlined in the Equality Act 2010, are to be reported to the SLT, both via CPOMS and by informing a senior leader verbally.

Sequential Behavioural Actions

It is the aim that a positive school culture and strong relationships will prevent and eradicate the vast majority of behavioural issues. We recognise that most behavioural issues are resolved before, not after the fact, particularly by modelling the best behaviours ourselves for children and through the living out of the school's Christian ethos. However, there may be times when consequences and sanctions will need to be followed (e.g. missing playtimes for reflection, at the Headteacher's discretion).

In the event that behavioural expectations are not met, the following actions provide a sequential pattern for staff to follow. However, as per 'Being Inclusive' from the policy's Aims, these may not always be applicable

to all children depending on the circumstances. In addition, in the event of severe action, steps may be 'skipped':

Action 1: Remind

Verbal reminder about behaviour expectations.

This may be repeated a number of times and may need to be made in a number of different ways depending on the child and their developmental needs. Staff should use positive praise (i.e. praising correct behaviour of others) in order to give the child time to make the right choice.

Action 2: Check

Identify if there are any issues with the child.

If an incorrect choice is repeatedly made, staff must take an opportunity to, wherever possible, speak to the child privately to find out if there is anything remiss with them which may resolve the behavioural difficulties. Depending on the child and their developmental needs, this may occur in different ways, but the focus must be on giving them opportunities to express any concerns they may have.

Check that the child understands what is expected of them and why their actions have caused an issue/how they do not meet expectations.

Action 3: Change

Action within the classroom e.g. move seats. You may also choose to reflect with the child about the next steps.

Action 4: Reflect

Reflection time either in the classroom or another setting (e.g. quiet room attached to classroom). This time may be during part of a break time or in teaching time (but never a full playtime), so long as there is opportunity to complete work that is set and take part in a restorative conversation. Parents will be informed at this point if this step is reached (either if it occurs repeatedly in a short space of time or sporadically over a longer period of time). This should not be publicly sending a child to another classroom to learn, however. Staff should add this to CPOMS.

Action 5: Move & inform

If the negative behaviour continues, then learning will occur (supervised) in another setting (e.g. library), both to aid the child and also to allow other children's learning to continue uninterrupted. A member of the Senior Leadership Team will be informed at the end of the day (usually via CPOMS) and additional privileges will be removed. Parents are always informed at this point.

Action 6: Discuss

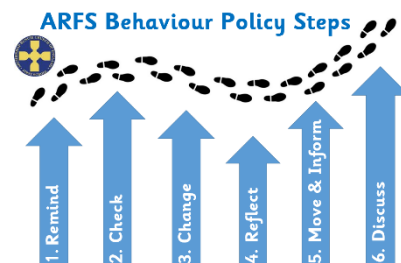
If the child continues with negative behaviour during time out elsewhere, then either the Headteacher/ Deputy Headteacher / Key Stage Leader will meet with the class teacher to discuss behaviour triggers, what has been tried so far and to agree next steps. Children are never "sent" to the Headteacher or another "leader" as, we believe, this undermines the authority of the staff member dealing with the behaviour.

Use of Reasonable Force

The use of physical restraint will only be used in extreme circumstances as needed to keep everyone, including the child, safe. This is in accordance with Local Authority Guidance. (See Positive Handling Policy)

Confiscation of inappropriate items

Staff have the power to search for "prohibited items". Any prohibited items, be they illegal, dangerous or otherwise prohibited by the school found in pupils' possession will be confiscated. Prohibited items are communicated to parents and carers through the usual communication channels, such as newsletters, ParentMail etc. These items will not be returned to pupils – they will usually be returned to the family at the end of the school day. However, staff have the right to confiscate, retain or dispose of inappropriate items in school.



We will also confiscate any item which is harmful or detrimental to school discipline. These items will, if appropriate, be returned to pupils after discussion with senior leaders and parents.

Searching and screening pupils is conducted in line with the Department for Education's guidance. In general, families should avoid sending children into school with any items from home unless specifically requested.

If staff suspect a child of having a prohibited item or an item that is harmful or detrimental to school discipline, they may search either the child or the child's possessions (e.g. bookbag). Search power is delegated to all staff members of the school. A search of a child would be conducted privately and by at least two members of staff. A search of a child's property will also be conducted by at least two members of staff, although the pupil does not need to be present.

Such a search will always be recorded on internal safeguarding mechanisms (CPOMS) and a parent/carer will be informed on the day of such a search.

Exclusions

The government trusts Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Behaviour beyond school

Staff may discipline pupils in response to behaviour beyond the school gates which is witnessed by a member of staff or reported to the school. This can include cyberbullying incidents when it impacts relationships within school.

Working with other agencies and the SENCo

Parents of pupils who display continuous disruptive behaviour will be invited into school. The SENCo may meet staff and governors to identify if there are any underlying additional needs that need further thought. A Team Around the Child meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school's CPOMS system.

Dealing with allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. (See also Low Levels Concerns Policy & Safeguarding and Child Protection Policy).

If an allegation is proved to be false and malicious, the Headteacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Headteacher will decide upon the sanction for the pupil who made the false allegation. The Head teacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Parents and carers will be kept informed and invited to attend a meeting in school if there are concerns regarding their child's behaviour in school.

Child-on-child abuse

As detailed in Keeping Children Safe in Education, staff understand that it is everyone's responsibility to challenge inappropriate behaviour. Any child-on-child abuse must be reported to the Designated Safeguarding Lead and Deputies. Whilst child-on-child abuse can include bullying (as detailed below), it can also include inappropriate behaviour (e.g. sexualised behaviour). Staff use the techniques as detailed in this policy, particularly ensuring the victim's voice is heard and that families are informed promptly, as well as following agreed shared language.

Consequences

Sanctions (as outlined above) by themselves are unlikely to change behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

ANTI-BULLYING POLICY

Bullying

Anti-Bullying - What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Department of Education (2017), Preventing and Tackling Bullying

In our school, our school culture and ethos is the first step to preventing bullying. The school uses the Department of Education definition of bullying. We recognise that bullying is also the dominance of one pupil by another or a group of others. It is pre-meditated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with Senior Leaders since further action e.g. counselling or referral to Social Services may be appropriate.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying. Children, staff, families and the wider community are reminded that bullying comes from being repeated and/or a power imbalance between victim and perpetrator.

As a school, we recognise that children are capable of abusing other children (including online). All staff are clear about our school's policy and procedures with regard to child-on-child abuse. Bullying can happen to anyone. This policy covers all types of bullying including:

- Cyberbullying*
- Prejudice-based and discriminatory bullying
Physical bullying which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs or Disability
- Bullying related to appearance or physical/mental health conditions
- Bullying related to gender, transphobic or sexual orientation
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances
- Name calling, taunting, mocking, making offensive comments
- Taking or damaging belongings repeatedly over time
- Producing offensive graffiti,
- Gossiping and/or spreading hurtful and untruthful rumours
- Excluding people from groups

Cyber-bullying

*This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (See the E-Safety Policy.)

The Effects of Bullying:

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are

bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and, unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour and relationships and their understanding of our school culture. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child could have experienced being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Children can abuse other children and this can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Strategies in Use to Address Bullying

Preventative Strategies:

- In our school, our distinctive school culture and ethos is the first step to preventing bullying.
- The school value of love is taught, promoted and celebrated across the school day and through the curriculum.
- The school culture, behaviour and relationships policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play etc.
- Ensuring school is well supervised, especially in areas where children may be vulnerable
- Ensures robust supervision and be aware of potential risky areas in the school
- Takes steps to prevent isolation
- Where risk is identified, an individual child risk assessment is put in place
- Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Each class has a weekly PHSE session which allows children to talk about feelings in a safe context and to bring out bullying issues. There is also the Worry Box in Years 1 to 4.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and other games, including football, as well as providing constructive and collaborative play areas.
- Providing pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others, a circle of friends may be used to help him/her resolve the problem.

The following systems are also in place to enable children to confidently report any abuse:

- Regular reminders about our No Outsiders ethos
- Children are reminded who they can report to in school (weekly in worship)
- Reminders through curriculum and workshops e.g. NSPCC Assembly
- Worry boxes in each KS1/2 classroom

It is essential that all staff understand the importance of challenging inappropriate behaviours that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. KCSIE 2023

All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

As a school, we seek to create a safe and calm learning environment, supporting the mental health and wellbeing of the whole school population. This includes teaching our children about how to stay safe, bullying and mental wellbeing.

There are a number of factors that make children more vulnerable to child on child abuse:

- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (including SEND)

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately and speak to the designated safeguarding lead (or deputy).

Research tells us girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). We recognise that both boys and girls experience child on child abuse but can do so in different ways.

Once a Bullying Incident has occurred:

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- Initially, the alleged incident will be investigated by the class teacher of the victim.
- If confirmed (or not ruled out) the bullying incident should be dealt with as a safeguarding concern and reported to the DSL
- All information will be recorded in writing using the agreed procedures (CPOMS). The written record should include what has been reported, what the staff member has done and next steps
- Racist or homophobic incidences will be logged and reported to the full governing body, as part of the Head Teacher's report.
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL
- Where the incident also involves a child at a different school, the DSL will ensure effective liaison and information sharing
- All staff will then be informed and asked to particularly look out for the victim and alleged perpetrator
- Bully victims will be given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with staff, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying. This is dealt with in a restorative way and in line with our school values. The DSL will balance the child's wishes against their duty to protect the child and other children
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available

- Where bullying has occurred, the school ensures that the perpetrator(s) understands that they are acting/have acted outside of the school's code of practice and against the school rules. It is essential they acknowledge the impact of their actions. The school will specify actions and stipulate the repercussions. Parental engagement is paramount in the process to ensure a clear understanding of the incidence/s and the sanctions. Examples of sanctions for engaging in bullying are:
 - verbal warning;
 - pupil moved away from the person being bullied;
 - referred to a senior member of staff;
 - excluded from class activities/playtimes
 - isolation
 - exclusion.
- The school will work with our local safeguarding partners where appropriate
- Parents of the bully and victim will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)
- Once a situation has been resolved we ask victims and bullies on a regular basis if they are alright. Class teachers will monitor this. These records should be recorded in the school's CPOMS system.
- A review date for discussion with the parent/carer to 'check back in' and follow up is essential in all dealings with parent issues as parents should be clear about what has been done, how the school has or is dealing with the issues and the success of the intervention.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school.

Consequences

Sanctions (as outlined above) by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (e.g. preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific and we will show a flexible response.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

All children have the right to feel safe in school. Therefore, we may take alternative action, if appropriate, to ensure the victim feels safe in school.

Victims, perpetrators and any other children affected by child on child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made and a safety plan put in place when required
- Early help assessment, children's social care and other agencies will support where appropriate

Staff Training

There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour (including cyber-bullying) and are trained to identify, record and challenge prejudiced based bullying and incidents.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents/carers who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No one deserves to be bullied – remember, you have a right for this not to happen to you.

At ARFS, we have a shared language:

- It is our job to keep you safe
- Nobody has the right to hurt you
- You must use your voice

How can Parents/Carers help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing Prejudice and Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and report to Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents.

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims. However, the school ensures that any resolving of issues does not result in public punishment wherever possible and is dealt with the appropriate level of discretion.

All incidents should be reported to the Headteacher. The Head Teacher is responsible for reporting incidents to the LA if appropriate.

The role of staff in modelling appropriate culture, behaviour and relationships is crucial in promoting positive behaviour in these respects.

Impact

The impact of this policy will be that children learn effectively in school within a safe and secure environment, provided with love, clear boundaries and high expectations and are prepared for life both in school and beyond it. We acknowledge that 'getting the culture right is pivotal' and that it is not just the strategies used but the wider culture and ethos of the school that provides a safe and loving environment for children to thrive which will be evident both in theory (the policy) and in practice (within school on a day-to-day basis).

Date	Action	By whom?	Date due for review
September 2018	New Policy	KM	
September 2018	Agreed and implemented by all staff	KM	September 2019
November 2018	Updated in light of restorative practice training	KM	
November 2018	Agreed with Governors TLA Cttee	KM	September 2019
Jan 2019	Updated to comply with section 89 of the Education & Inspection Act 2006 and Behaviour and Discipline in schools January 2016	KM	September 2019
Sept 2019	Reviewed & shared with all staff	KM	Sept 2020
Jan 2020	Added Confiscation of items para	KM/JB	Sept 2020
June 2020	COVID Addendum added	JB	Autumn 2020
November 2020	Minor amendments and clarifications.	TLA Cttee	Autumn 2021
September 2021	Updated social distancing addendum and shared with staff on training day	All staff	Autumn 2022
September 2022	Updated following DfE update and shared with staff on training day COVID Addendum removed	All staff	Autumn 2023
October 2022	Shared again with staff emphasising the need for positive language and role models	All Staff	Autumn 2023
September 2023	Added references to research & appendices	KM	Sept 2024
March 2024	Reviewed Anti-bullying statement and sanctions	KM	Sept 2024
September 2024	Reissued to all staff	KM	Sept 2025
23.10.23	Agreed by TLA	TLA	