



Positive Behaviour and Combatting Bullying Policy

Approved by Governors
July 2024

Happy, safe and fulfilling lives for all.

At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future.

We achieve this through excellent teaching, a nurturing ethos that builds relationship skills, and a commitment to equality, diversity and inclusion that ensures fair treatment and opportunity for all.

Contents

1. Statement of Behaviour Principles	page 3
2. Maintaining a positive environment	page 4
3. Promoting and rewarding positive behaviour	page 4
4. What happens when children need support with their choice of behaviour?	page 5
5. Behaviour Management Plan	page 7
6. Children Beyond	page 8
7. Children with Special Educational Needs	page 9
8. Norfolk STEPs	page 9
9. Inclusion	page 9
10. The role of the class teacher	page 9
11. Use of scripts	page 10
12. Use of voice – use of voice dynamics, light and shade	page 10
13. Flow chart	page 11
14. The role of the headteacher	page 11
15. The role of parents	page 12
16. The role of governors	page 12
17. Fixed-term and permanent exclusions	page 12
18. Monitoring	page 13
19. Review	page 13
Appendix 1	page 14
Appendix 2	page 15
Appendix 3	page 16

1. Statement of Behaviour Principles

Rationale and purpose

1. This statement is approved by the Governing Body. It will be reviewed annually, in line with Department for Education guidance.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
3. The purpose of this statement is to provide guidance for our Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in our school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have governors' support when following this guidance.
4. The school's behaviour policy is publicised to staff and families on our school website.

Principles

1. The Governing Board of Falcon Junior School has consistently high expectations of our pupil's behaviour, without exception. We believe that excellent behaviour is essential to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and other members of the school community to uphold and maintain our school values of aspiration, creativity, kindness, positivity, resilience and respect.
2. Every pupil has the right to learn in a safe environment.
3. Pupils understand and respect that they have the right to be safe, to be heard, to be valued and respected, and to learn free from the disruption of others.
4. The principle of equality is actively promoted. All pupils, staff and visitors are free from any form of discrimination.
5. School staff and volunteers set and uphold consistently high expectations of all pupils. Staff and volunteers model exemplary behaviour at all times.
6. The school's behaviour principles and policy are understood by all pupils, staff and parents and can be easily accessed by all.
7. The school works in partnership with parents and children to promote behaviour policy and expectations.

8. The school's legal duties under the Equality Act 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the behaviour policy and understood by all staff.

9. Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

10. All school staff are trained in de-escalation and behaviour management (Norfolk Steps) and apply this training consistently. Any physical intervention is in line with Norfolk Steps principles.

11. Pupils are helped to take responsibility for their actions and to learn from incidents of unacceptable behaviour.

12. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

13. The exclusion policy explains that exclusions will only be used as a last resort or in extreme circumstances, and outlines the processes involved in fixed-term and permanent exclusions.

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

2. Maintaining a positive environment

We expect all members of our school community to understand and demonstrate the values of:

Aspiration; Creativity; Kindness; Positivity; Resilience and Respect.

We want to ensure all children and adults work together in a supportive and collaborative way. We want everyone to feel happy, safe and secure, to create the best learning environment we can.

3. Promoting and rewarding positive behaviour

Our behaviour guidelines are about promoting and rewarding positive and constructive behaviour and discouraging disruptive and unhelpful behaviour.

Rewards are based on recognition and praise as well as team points, golden time, Falcon Flyer Awards, credits and recognition and appreciation in assembly for exemplary behaviour or outstanding effort. We love to acknowledge children's progress and achievements outside school, and encourage these to be shared with the school.

Credits

Credits are awarded for hard work and effort, sustained improvement or outstanding achievement in any aspect of school life. Credits are recorded on individual credit records. See appendix 1 and appendix 2.

3 credits = certificate and the child sees the headteacher. The certificate presented in assembly.

Every third certificate is a star certificate and is presented in the celebration assembly:

- 3rd = Bronze – award is a bookmark.
- 6th = Silver – award is a dictionary.
- 9th = Gold – award is a pen.
- 12th = Platinum – award is a paperweight.
- 15th = Diamond – award is a thesaurus.
- 18th = Falcon – award is the Adopt a Box scheme from the Hawk and Owl Trust and a permanent star on the wall.

Falcon Flyers

Each class nominates a child who has demonstrated one or more of the Falcon Values during the week. Certificates are presented during Friday celebration assembly. The values are:

Aspiration

Creativity

Kindness

Positivity

Resilience

Respect

4. What happens when children need support with their choice of behaviour?

Staff support children in class and in the playground to encourage behaviour in accordance with the golden rules. A process is in place to help children make the right choice about their behaviour, and understand the consequences if behaviour is persistently disruptive.

Low Level

1. The child is given a clear reminder that their behaviour is not appropriate, with an explanation. This is the first warning.
2. If the child persists, verbally give the child a second and final warning.
3. At this point, use strategies to distract and deescalated eg move seats, time out, etc.
4. If behaviours still persist, breaktime/lunchtime sanction or other sanction needed.

Warning system resets itself after every lesson. However, if this becomes a recurring issue, parents will need to be contacted by the class teacher and other Amber consequences considered.

In the playground

1. The child is given a clear reminder that their behaviour is not appropriate, with an explanation.
2. If the child persists, a second verbal warning is given.
3. Check that the behaviour has stopped.
4. If behaviours still persist, inform class teacher at the start of next lesson (Amber consequence – time off break/lunch or other sanction needed– reflection sheet completed).

Warning system resets itself after every break. However, if this becomes a recurring issue, parents will need to be contacted and other Amber consequences considered.

In cases requiring immediate resolution

In circumstances where behaviour needs to be dealt with immediately, such as the safety of staff and children are compromised, a supervising adult may shorten the procedure, either skipping one or more steps.

In very exceptional circumstances, for example, if other children or adults could potentially be hurt, it may be necessary to respond differently, and outside of the stepped procedure. To best safeguard all children (including the child whose behaviour is potentially unsafe), it may be necessary to refer to other safeguarding and disciplinary policies.

In the event of harmful behaviour, staff are Step On trained to guide and escort the child away from harm. Some of our staff are also Step Up trained to physically intervene with a child (see Positive Handling Policy).

If there are ongoing concerns

If we have ongoing concerns about a child's behaviour we will seek to discuss these with the child's parents/carers with the intention of working in partnership to support the child.

We will try to determine any underlying reasons for the child's behaviour and put in place a personalised support plan to help the child, dealing with any influencing factors, and help the child focus on positive experiences in school as well as recognise how their behaviour is affecting others. Progress will include recognising and praising children who have taken positive steps to improve their behaviour.

Incidents of poor behaviour should be recorded on CPOMS and shared with class teacher and other responsible adults.

5. Behaviour Management Plan

Positive Level	Behaviour	Results
<ul style="list-style-type: none"> • Children will benefit from normal classroom practise for praise. • Positive praise will always try to encourage positive behaviour 	<ul style="list-style-type: none"> • Cheerfulness • Politeness • Good attitude • Kindness • Being considerate • Doing a job well • Working hard • Being generous and sharing 	Children will benefit from <ul style="list-style-type: none"> • Credits • Names on the board • Positive praise • Dojo points • Team points • Recognition through assemblies • Awards
Low Level	Behaviour such as...	Consequence
<ul style="list-style-type: none"> • Children are subject to normal classroom practice. • They will be given warnings and chance to correct behaviour. 	<ul style="list-style-type: none"> • Talking whilst someone else is • Not waiting your turn to talk • Answering back • Distract others • Work avoidance • Talking in assembly 	<ul style="list-style-type: none"> • Normal classroom monitoring and warning system. • Children given a chance to alter behaviour. • Restorative Approach • Warning system in place (post its) • If behaviour continues • Breaktime/lunch sanctions • CONSEQUENCE 2: Warning Level
Warning Level	<ul style="list-style-type: none"> • Rough Play • Unintentional harm to others • Unintentional use of inappropriate language 	<ul style="list-style-type: none"> • CONSEQUENCE 2: Time out • Restorative approach • Child moved to another area. • BEHAVIOUR LOGGED ON CPOMS • If behaviour continues • CONSEQUENCE 3: Amber Level
Teachers to use strategies to deescalate		
Amber Level		

<ul style="list-style-type: none"> • Child has been persistently ignoring warnings and continued low level or warning behaviour. • Or they have acted in an inappropriate way that warrants the amber level due to the seriousness of the incident 	<p>Repeated disruptive behaviour e.g.</p> <ul style="list-style-type: none"> • Calling out • Disrupting others learning. • Disrupting others wellbeing. • Classroom equipment • Homework <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> • Rudeness • Bad manners <p>Mild aggression (verbal and physical)</p> <ul style="list-style-type: none"> • Walking away from staff or classroom without permission • Theft • Swearing • Vandalism • Fighting • Bullying • Racism • Refusal to work and comply with instructions 	<p>CONSEQUENCE 3: Amber level</p> <ul style="list-style-type: none"> • SEND behavioural plan • Parents contacted • Play/lunchtime missed • Restorative approach • Parental meeting • Behaviour monitoring chart (on report) • Working in a different classroom • Behaviour plan • Risk Assessment
Red Level		
<ul style="list-style-type: none"> • Serious incidents that are provoked or unprovoked, but the behaviour is deemed extreme. • No warning necessary. 	<ul style="list-style-type: none"> • Deliberate aggression • Unprovoked aggression • Threatening behaviour • Actions result in serious harm • Continuous amber level behaviour • Weapons • Substances eg. Vapes 	<p>CONSEQUENCE 4: Red level</p> <ul style="list-style-type: none"> • Parental contact/meetings - regular • Restorative approach • Long term monitoring • Trips/visits compromised • Working in a different classroom • Internal exclusion • Fixed term exclusion • Permanent exclusion • Reduced timetable • Restructure of free time • Offsite lunchtimes (suspension)

6. Children Beyond

Extra help will be given to those few children for whom the above procedures do not work. In general, they will normally have specific needs and difficulties, for a variety of

reasons. They will usually already be part of the school's special needs systems and have specific procedures in place.

Extra procedures:

- Discussion between class teacher-child or headteacher-child, to talk over why the behaviour is happening, what the teacher can do to help, what the child can do and then individual targets are agreed for a behaviour plan.
- Support through adjustments to routines eg. earlier/later breaktimes, structured lunchtimes.
- 1-2-1 or small group support in and out of the classroom.
- Individualised behaviour plans, adjustment to curriculum expectations and risk assessments
- Support through external agencies such as Norfolk Inclusion, Short Stay School and Specialist Resource Bases.
- Support from headteacher and other external agencies.
- Support from the school Nurture Provision.
- Strategies expected from PEASS (Provision Expected at SEN Support).

Occasionally even these extra procedures will not yield positive results and the child needs to spend time away from class and normal teaching and learning, while advice is sought. Cases of total or persistent refusal to comply with school discipline and/or violence or verbal abuse will be grounds for temporary or permanent exclusion and the exclusions policy following the DFE guidelines will be implemented. Wherever possible a restorative approach will be used to try to avoid this action.

7. Children with Special Educational Needs

Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific behavioural needs, appropriate action will be taken to implement specific plans and strategies to target their needs.

1. Class teacher identifies needs with headteacher / SENCo and an Individual behaviour plan or APDR is written to tackle issues.
2. Advice from the School Support Team may be sought to assist the school in devising strategies specific to that child.
3. Parents/carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including MSAs will be made aware of the child's needs.

8. Norfolk STEPs

Staff are trained in the Norfolk STEPs programme for dealing with challenging behaviour and are able to recognise and respond to behaviour. We aim to adopt the ethos of STEPs as responding not reacting to behaviour and to keep consistency throughout. Staff have

been trained in ways to remove a child from situations and will follow the correct procedures at all times. If a child has had to be removed or their behaviour has become challenging, staff will use STEPs methods to reflect and discuss the child's actions with them after the incident has calmed (see physical intervention/touch policy for further details).

Staff will sometimes have to remove other children away from an incident/classroom until an issue is resolved.

Staff will actively seek advice and support from external services to support specific behaviour management.

Staff will complete individual risk assessments for challenging pupils.

9. Inclusion

Falcon Junior School is committed to the development of all pupils regardless of gender, academic or physical ability, race, culture and sexual orientation. We endeavour to meet the needs of all our pupils in the classroom environment wherever possible.

10. The role of the class teacher

It is the responsibility of the class teacher to ensure that the school expectations are respected in their class, and that their class behaves in a responsible manner around the school.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, establishing a calm and respectful learning environment.

The class teacher keeps a record of all incidents on CPOMS.

The class teacher will discuss any behaviour concerns or incidents with parents face to face or by phone. This can be after school or during the day if time permits.

11. Use of scripts

At Falcon we use scripted behaviour phrases which are positive eg:

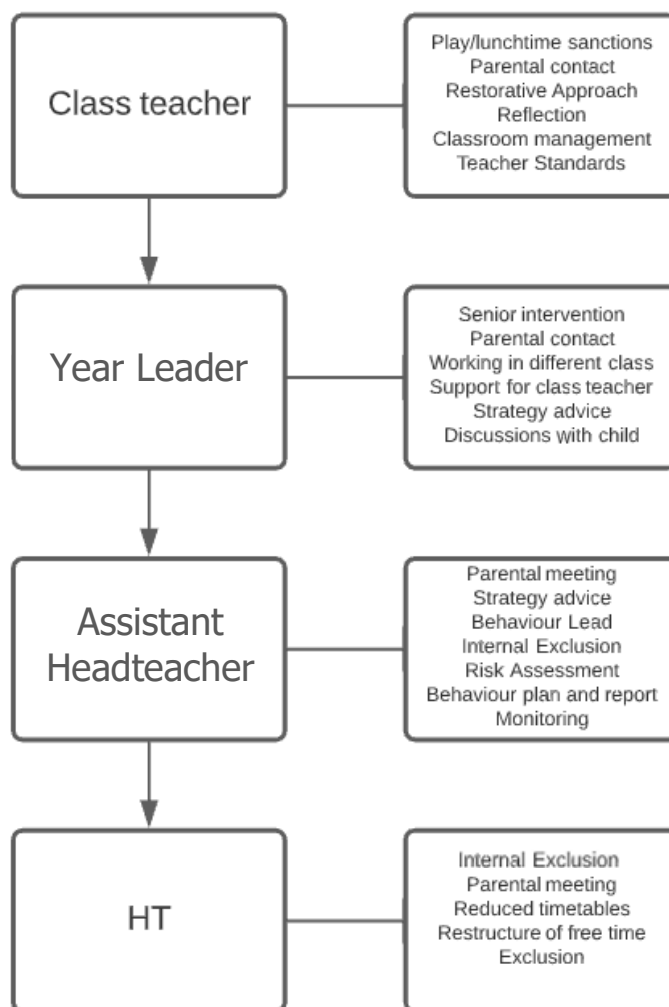
- Walking feet thank you.
- Kind hands/words thank you.
- Inside/outside voices thank you.
- Use of child's name
- I'm here to help.
- Talk and I'll listen.
- Come with me and...

- When/then eg. When you are quiet, then I will talk with you.
- Direct choices eg put the ball in your pocket or on my desk.

12. Use of voice – use of voice dynamics, light and shade.

- Shouting is only used rarely and when there is dangerous or unsafe behaviour.
- If outside, staff must use a whistle to gain attention.
- Gaining the class/group attention – use of clapping, hand in the air, triangle/bell etc.
- If attention cannot be gained – see warning system.

13. Flow chart



14. The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour. All staff record incidents through CPOMS and these are monitored by SMT/SLT/DSLs

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-

social behaviour, the head teacher may permanently exclude a child. School governors are notified of actions taken.

15. The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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 try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern, they should initially contact the class teacher. If the concern remains, they should contact the year leader. If these discussions cannot resolve the problem, Assistant Headteachers then Headteacher will be involved. The complaints procedure is available on the school website.

16. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the positive behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

17. Fixed-term and permanent exclusions

DECISION TO EXCLUDE

Only the headteacher, or in their absence, another authorised person, can exclude a pupil. Normally exclusion is regarded as the final step following the failure of other strategies. However, in exceptional, serious circumstances exclusion may be effected immediately.

The school has a separate Exclusions Policy based on Norfolk County Council guidelines.

Permanent exclusion

Will be effected in response to serious breach(es) of the School's Positive Behaviour Policy if allowing the pupil to remain on site would seriously harm the education or welfare of the pupil, other pupils, staff, or others in the School.

Suspension

Will be effected in response to breach(es) of the School's Positive Behaviour Policy, including persistent disruptive behaviour. It is given where permanent exclusion is considered too serious, but lesser sanctions are considered inappropriate. The length of exclusion may vary, but will often be between one-three days.

18. Monitoring

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents. These are recorded on CPOMS.

The headteacher keeps a record of any pupil who is suspended, or who is permanently excluded on CPOMS.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

19. Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1

Name: Class:.....

Value demonstrated:

Details:.....

.....

.....

.....

Signed: Date:.....

FALCON JUNIOR SCHOOL CREDIT



Soaring to Success

APPENDIX 2

NAME :

Date	CREDIT Details	Signed/Date

APPENDIX 3

Name	Date
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The Falcon Value I did not follow was :

Why was my behaviour a problem?

This is what I am going to do to change my behaviour.

Signed:

Teacher's signature:

Combating Bullying Policy

Introduction

Falcon Junior School is a happy school with a reputation for caring and supportive inter-personal relationships. We are, however, aware that bullying exists in all schools. We do our very best to maintain an ethos which prevents it from happening. Issues which do arise are taken seriously and dealt with promptly and thoroughly.

Definition

Anti-Bullying Alliance (ABA) defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. <http://www.antibullyingalliance.org.uk/about-us.aspx>.'

In accordance to the Equality Act (2010) Falcon Junior School is committed to preventing and responding effectively to the bullying of vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- Crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. The initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying, cyberbullying and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation, disablist remarks and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Bullying is common with both boys and girls.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics.'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to provide advice to families if bullying occurs off the premises.

Signs of Bullying

Looking out for signs of bullying is a collective responsibility. The following 'out of character' behaviours may be an indication that a child is being bullied:

- school refusal
- frequent illness
- not wishing to go out at break times
- easily upset
- trying to avoid certain situations (e.g. getting changed for PE)
- books or possessions go missing
- seeming frightened of walking to or from school
- beginning to do badly in school work
- clothes or possessions becoming damaged or destroyed
- becoming depressed or withdrawn and starting to stammer
- becoming distressed and eating significantly less
- attempting self-harm
- crying easily
- having unexplained bruises, scratches or cuts
- asking for money or starting to steal (to give to bully)

- 'losing' pocket money
- solitary at playtime
- refusing to say what is wrong
- giving an improbable excuse to explain any of the above

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- posting prejudice /hate messages
- impersonating someone on line
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Dealing with a bullying incident

When dealing with a bullying incident it is important to keep calm, take it seriously, act promptly and reassure the victim. It is also important to investigate fully all incidents that are reported to the satisfaction of all parties and inform parents.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Parents/Carers: Concerns should be reported to any adult in school who will notify the Head of Year and other relevant members of SLT. This communication may be verbal or written.
- Children are encouraged to: speak to an adult in school/their parents/use the class worry box.
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- staff members complete an incident log, using CPOMs
- interviewing all parties
- informing parents

- implementing appropriate disciplinary sanctions in accordance with the school's Positive Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable, being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office
- we will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate
- liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- liaise with the DSL if there are any safeguarding issues to consider- who may refer on to CADS

Strategies for Supporting Children identified as being the victims of bullying

- reassure the victim
- help the victim overcome the 'afraid to say' hurdle
- initiate an education programme, a RSHE activity or chose a relevant theme for a Year Group assembly if bullying is about a particular issue without focusing it on the child concerned
- help the victim to help him/herself by being more assertive or less sensitive
- ask for help from SENDCO/external agencies if required
- regular sessions with a member of our nurture team
- tell the victim to:
 - remember that she/he doesn't deserve to be bullied
 - say "no" to the bully
 - stay with groups of people even if they are not friends (safety in numbers)
 - avoid being alone in places where bullying happens
 - get away if in danger (don't fight to keep your possessions)
 - remember that fighting back might make it worse
 - ignore the bully
 - hide your feelings if you are upset
 - walk quickly and confidently even if you don't feel that way inside
 - be proud if you are different in some way (it is good to be an individual)

Strategies for Dealing with Bullying

- help children to solve their own problems through discussion
- help children to understand the link between their behaviour and the consequences of their actions
- a safe place is available for children affected by bullying
- members of the wider community visit school to educate children on bullying and how to access support outside of school eg. Childline

Responsibilities

Every member of staff is responsible for being familiar with this policy and its strategies and acting in accordance with it. Any incidents and subsequent actions should be recorded on CPOMs and any serious incidents should be referred to a member of SLT.

Monitoring

Staff will evaluate the success of this policy at least annually. The number of serious incidents of bullying will be monitored and shared with the governing body.

Related Documents

- The Aims and Values of the School
- RSHE Policy
- Playground Rules
- Safeguarding Procedures
- Staff Code of Conduct

Further Information

- Equality Act 2010
- Norfolk Schools Children's Services support for schools and parents:
 - School professionals:
 - <https://www.schools.norfolk.gov.uk/pupil-safety-behaviour/bullying> and-
 - Support for parents:
 - www.norfolk.gov.uk/bullying
- Anti-bullying Alliance www.anti-bullyingalliance.org.uk
- Childline www.childline.org.uk
- Kidscape www.kidscape.org.uk/
 - Many available resources: examples
 - *Don't Bully Me! Advice for Primary Age Children*
 - *Preventing Bullying! A Parents' Guide*
 - *You Can Beat Bullying: A Guide for Young People*
- Various Posters for Cloakroom