



### Behaviour Policy

<b>Member of Staff Responsible</b>	Chief Executive Officer
<b>Relevant guidance/advice/legal reference</b>	Behaviour in schools, September 2022, Education and inspections Act 2006 Education Regulations 2014
<b>Approved by</b>	Trust Board
<b>Date of Policy</b>	January 2023
<b>Review Cycle</b>	1 year
<b>Date of Next Review</b>	January 2024
<b>Website</b>	Yes (published annually)

## **Purpose**

The 3-18 Education Trust believes that good behaviour in schools is central to a good education. In order to become accomplished, resilient and compassionate young people when they leave us, all young people must feel confident enough to take risk and make mistakes.

However, in order to fully reach their potential, our pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.

It is our aim that every member of the trust's community – pupils, staff, parents, governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. We expect **all** members of our community to set an example to others in order to establish the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our pupils complete their work to the best of their ability. Ultimately, our aim is to prepare our pupils for life after school.

## **Our Behaviour Principles**

In all schools in The 3-18 Education Trust, we expect there to be:

- a whole school approach to behaviour, with simple, clear and well communicated expectations;
- high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment;
- support in place from school leaders for school staff in managing pupil behaviour;
- targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others;
- a culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe and everyone is treated with respect;
- systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;
- a clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education 2022, to provide a safe environment in which pupils can learn.

## **Roles and Responsibilities**

### **The role of school leaders**

The school leadership team in all trust schools should be highly visible with leaders engaging with pupils, parents and staff on setting and maintaining behaviour culture and an environment where everyone feels safe.

Leaders also play a crucial role in ensuring that staff understand behavioural expectations, induct any new staff thoroughly and provide regular CPD for staff to support them to meet their duties within the behaviour policy.

Behaviour is recorded on Arbor for rewards, praise points, warnings, detentions issued. An overview of behaviour incidents is provided to governors each term.

### **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for pupils and in establishing clear boundaries of acceptable pupil behaviour. Staff in all of our schools should also challenge pupils to meet the school expectations and should consider the impact of their own behaviour on the school culture.

### **The role of pupils**

Every pupil in all of our schools should be made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules. Pupils should be asked about their experience of behaviour and provide feedback to school leaders.

### **The role of parents**

Parents have an important role in supporting each school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

### **Staff Induction and development**

New staff receive behaviour induction training at the start of each academic year. Ongoing staff training is delivered termly.

### **Behaviour expectations and pupils with SEND and/or Disability**

All schools in our trust will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools need to manage pupil's behaviour effectively, whether or not the pupil has underlying needs and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we aim to anticipate likely triggers of misbehaviour for pupils with SEND and/or disability and we put in place support to prevent these.

### **Responding to good behaviour**

Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, we would expect all schools in our trust to have in place rewards procedures and processes in place to reward good behaviour.

We want our pupils to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging pupils for developing good learning habits.

#### **Descriptive verbal praise**

Around the school and in lessons, staff use descriptive praise to signal to pupils that they are demonstrating good learning habits.

#### **Progress and effort certificates**

Assemblies and Tutor time each week will provide opportunities to praise pupils for their progress, effort and outstanding achievements.

Three times each year, each subject nominates pupils to receive certificates; one awarded for making the most progress and the other for achievement. These certificates are presented to pupils during house assemblies.

### **BES Achievement Points**

The Rewards system helps to ensure pupil achievement is recognised and celebrated. The formal system of BES Achievement Points places emphasis on the 'BES Learning Habits' and is designed to reward positive aspects of pupil performance.

All teachers must award two positive points per pupil per lesson if:

1. The pupil demonstrates good conduct by not being issued with any negative points, and
2. The pupil completes all the tasks set during the lesson.

Teachers can and should award additional points as they see fit during the lesson for anything that they wish to publicly reward 'in the moment' as part of teaching pupils good social and academic behaviours.

### **Responding to misbehaviour**

When a member of school staff becomes aware of a misbehaviour, we would expect them to respond predictably, promptly and assertively with their first priority being to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising. It is everyone's responsibility in schools to respond to behaviour incidents.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

When considering whether a sanction is reasonable, we would expect all staff in our trust to consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Our restorative/assertive behaviour management model works as follows:

<b>Stage</b>	<b>Strategy</b>	<b>Consequence</b>
0	Redirection/teacher technique. Reminder of expectations.	None.
1	Verbal warning.	Recorded on Arbor.
2	Verbal warning.	Recorded on Arbor.
3	Removal to another classroom (Head of Faculty or Senior Teacher).	Recorded on Arbor and after-school detention issued (1 hour).
4	Further misbehaviour for the Head of Faculty/Senior Teacher will lead to removal to the internal exclusion room.	After-school detention (2 hours)

In addition, a behaviour support call-out may take place for the following reasons:

- A serious incident/unsafe behaviour.
- Persistent refusal to comply following various behaviour strategies used by the teacher and Head of Faculty/Senior Teacher.

- Aggressive defiance.
- Threatening and/or abusive behaviour.
- Fighting/assault.
- Pupil leaves a lesson without permission.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a restorative discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- considering whether support for behaviour management being provided remains appropriate.

### **Specific Behaviour Issues**

#### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

#### **Use of mobile phones**

Pupils are not allowed to use mobile phones on-site

Please refer to our Mobile Phone policy for further details.

#### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

**Detentions** A detention is a commonly used sanction at Bridgnorth Endowed School, used as a deterrent to future misbehaviour.

We are determined to offer all our pupils a calm, pleasant and purposeful environment to learn and socialise in. In order to achieve this, we use detention as a sanction for misbehaviour:

In order to successfully complete a detention, pupils must meet the following expectations:

- focus on their work for the full duration of the detention;
- no verbal or non-verbal communication with other pupils;
- complete a minimum quantity of work.

Failure to do so will lead to the detention being repeated until all these standards are met. Whilst the school does not require permission to detain your child, we will, out of courtesy, give parents 24 hours' notice for after school detentions. If a pupil has difficulty in getting home from school after a detention, they should refrain from receiving the detention in the first place. Failure to attend a detention will lead to further sanctions that may result in a longer detention or internal isolation in the Consequence Room.

### **The use of reasonable force**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed.'

Members of staff in all our schools have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school among pupils.

Headteachers and authorised school staff may also use such force as is reasonable when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been used to commit an offence or cause harm.

### **Screening and searching**

School staff in all of our schools can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

Possession of any prohibited items is defined as serious misbehaviour. These are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers (or other smoking related materials, such as lighters)
- Vaping products
- Fireworks.
- Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal harm to, or damage to the property of, any person (including the pupil).

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Before any searching, screening or confiscation takes place, a member of the Safeguarding Team must be informed.

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.



Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place.

The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Screening**

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Removal from classrooms**

Removal is where a pupil, for serious reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum, but it should still be meaningful for the pupils.

Removal from a classroom is considered to be a serious sanction and should only be used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be distinguished from the use of separation spaces (sometimes known as nurture rooms) for non-disciplinary reasons (e.g. where a pupil is taken out to regulate his or her emotions).

All schools in our trust collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Separately, it is expected that our schools collect data to identify patterns relating to pupils sharing any of the protected characteristics to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

### **The Study Centre (SC)**

The SC is used in the case of a pupil not being able to attend normal classes due to non-disciplinary reasons. For example, a pupil may be anxious in the normal classroom environment or needs a space away from the main school following an illness or injury.

The SC may be used as part of a re-integration period following a period in the Personalised Learning Centre Inclusion Centre.

Time in the SC may be for a single lesson, specific lessons on the timetable or for a specific time period.

### **Consequence Room (CR)**

The CR is situated upstairs in the Joseph Barritt Centre and is used for day-to-day referrals as a result of poor behaviour, failure to complete work to a required standard and issues relating to uniform expectations. Pupils typically spend up to a day in the CR but this may be extended for more serious misbehaviour or if expectations are not followed whilst in the CR.

### **Behaviour outside of school premises**

According to '*Behaviour in Schools 2022*', schools have the power to sanction pupil for misbehaviour outside of the school premises to such an extent as is reasonable.

We will investigate incidences of non-criminal bad behaviour or bullying as witnessed by a staff member or reported to the school.

Any sanction applied to occurrences of bad behaviour outside of the school gates will always be proportionate and fair and may vary according to the age of the pupils. It may include restorative actions, detention, fixed term internal exclusion and/or fixed term external exclusion.

In line with this policy, we may discipline pupils for:

1. Misbehaviour when the pupil is:
  - a. Taking part in any school-organised or school-related activity or
  - b. Travelling to or from school or
  - c. Wearing school uniform or
  - d. In some other way identifiable as a pupil at the school
  
2. Or misbehaviour at any time, whether the conditions above apply, that:
  - a. Could have repercussions for the orderly running of the school or
  - b. Poses a threat to another pupil or member of the public or
  - c. Could adversely affect the reputation of the school.

### **Preventing recurrence of misbehaviour**

All schools in our trust adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities.

All behaviour incidents are recorded on Arbor. Monitoring of behaviour instances takes place daily with the DSL, SLT in charge of behaviour, Behaviour Manager and then weekly with HOH and PSAs.

Examples of interventions provided to pupils at Bridgnorth Endowed School may include:

- Parental Meetings
- Restorative conversations
- Emotional Literacy Support Assistant (ELSA) intervention
- Behaviour Reports
- Timetable adaptations
- PLC Support
- External Agency Support and workshops

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an Early Help assessment is required.

### **Personalised Learning Centre (PLC)**

The PLC is situated in the lower floor of the Joseph Barritt Centre and although it is located in a building of its own, it is an integral part of the school. The PLC is designed to support pupils who are experiencing behavioural and/or emotional difficulties and are struggling to maintain a full timetable or have consistently failed to meet expectations in the CR. Pupils referred to the PLC are likely to be at risk of repeated fixed-term exclusion (FTE) or permanent exclusion.

### Anti-Bullying Statement

At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying seriously. We want everyone in our community to understand the value of good choices. All schools in our Trust believe that everyone has the right to feel welcome, safe and happy and we are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance 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.'* The trust supports this definition, whether it is physical or emotional.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Pupils, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A senior leader or another appropriate member of school staff will interview all parties involved.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### Preventing bullying

The following strategies will be used to prevent bullying in the school:

- Provide a range of approaches for pupils, staff, and parents/carers to access support and report concerns.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.

- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEN, disabilities, and LGBTQ+ to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

### **Monitoring and evaluating school behaviour**

We expect all schools in our trust to monitor and objectively analyse behaviour data at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour using this data to forward plan and further improve behaviour within schools.