

Behaviour Policy
and
Statement of Behaviour Principles



Braidwood School

Respect, Honesty, Effort

2023

Contents

1. Aims	2
2. Legislation and statutory requirements	4
3. Definitions	5
4. Bullying	7
5. Roles and responsibilities	8
6. Pupil code of conduct	9
7. Rewards and sanctions	10
8. Behaviour management	11
9. Pupil transition	12
10. Training	12
11. Monitoring arrangements	13
12. Links with other policies	13
Appendix 1: Written statement of behaviour principles	14
Appendix 2: Our Classroom Behaviour Plan	15
Appendix 3: Home School Agreement	18
Appendix 4: Preferred Practices	19
Appendix 5: Staff training log	21
Appendix 6: Anti Bullying Policy	22

.....

1. Aims

At Braidwood School we believe in developing exceptional young people who are fully prepared to enter further education, employment or training. To do this we provide a learning environment in which we:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**
- Provide **challenging and enjoyable learning experiences**, which raise levels of self-esteem so that learners feel good about themselves and achieve their full potential.
- Promote the acquisition of life skills and a **growth-mindset**
- **Value and celebrate** each individual's progress and effort
- Encourage **positive relationships** between all partners in the school community
- Believe that **everyone matters**

Key aspects of school practice:

The Braidwood School Behaviour for learning policy takes note of the guidance provided in the DFE Guide "Behaviour in schools Advice for headteachers and school staff" (September 2022) particularly the following ten key aspects of school practice:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Learner support systems;
8. Liaison with parents and other agencies;
9. Managing learner transition; and
10. Organisation and facilities.

Our behaviour for learning policy acknowledges this school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

Our guiding principles

Braidwood School's behaviour for learning policy is founded on three principles that state we *all* have rights that we share:

- The right to feel safe at all times at school
- The right to be treated with respect at all times
- The right to learn to the best of our abilities

Our emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our community.

It is our belief that if our approach to behaviour management is consistent and applied by all, it will make a significant difference to our ability to teach well and our learners' ability to learn effectively.

We recognize that the vast majority of learners want to behave well and want to learn. With positive behaviour management we can help all learners to achieve to the best of their ability. Braidwood School promotes an understanding that all behaviours have consequences: either positive or negative, and that our behaviours are choices that we make constantly. Learning to make the best choices is our goal as well as learning from times when we do not.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

At Braidwood School we identify what is meant by good and bad behaviour.

Our Values

At Braidwood we have high expectations of everyone. Our values are based upon three behaviours that we believe provide the foundation for a successful individual.

Honesty

‘Honesty’ is not just about telling the truth. ‘Honesty’ is also about being willing to receive the truth, being loyal, fair, sincere and being worthy of trust. It is listening to your conscience even when no-one is looking.

Respect

Put simply, ‘respect’ is thinking and acting in a positive and kind way. Thinking and behaving with ‘respect’ demonstrates that you care about yourself and that you care about others, their feelings and their well-being.

Novelist Laurence Sterne observed, “Respect for ourselves guides our morals, respect for others guides our manners.”

Effort

The brains and talent we are born with are just different starting points for individuals. It is the daily ‘effort’ we make to build on what we have, to form new connections in our brains and truly orient ourselves towards learning, that builds character and success.

At Braidwood we believe that the key to success is effort.

Good behaviour includes

- Respecting others;
- Listening to and responding to teachers;
- Avoiding conflict with others.

Above all it means our learners accepting responsibility for their own actions and their own learning and ensuring that they do not affect the education of others by poor behaviour.

It is part of our policy at Braidwood School that every learner will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, our Behaviour for Learning Policy has been developed through discussion with staff and learners and contains rules which cover behaviour inside and out of the classroom - each learner is entitled to be taught in classrooms free from disruption and to be able to walk about school safely and free from harassment.

We also have a House Point system that rewards effort and hard work and learners who behave well.

The foundations of our Behaviour for Learning Policy at Braidwood School are the following 3 elements:

- Rewarding effort and good behaviour
- Rules of the school
- Consequences

Behaviour for Learning requires all types of behaviour to be commented on and discussed with the learner: When praising a learner, it is important to explain why the praise / reward is being given relating the behaviour, where possible to the school rule / principle it adhered to. This reinforces the positive behaviour to the learner and to those around him / her.

Likewise it is always important to discuss negative behaviours with a discussion of what was wrong and which rule / principle was broken. The sanction is then presented as a consequence of the learner's behaviour. When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy. Braidwood School has a range of disciplinary measures clearly communicated to school staff, learners and parents.

All discussions with learners should be used as a learning experience by discussing what the desired behaviour should have been and how they could improve their behaviour when next in that situation. We also discuss how to repair the results of their poor behaviour such as apologising to a victim or other reparatory actions.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Lack of respect for others
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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 injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**. (Appendix 6)

5. Roles and responsibilities

5.1 The governing board

The School Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through our '*Preferred practices*' (Appendix 4)
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents on Classcharts (training given to all staff annually)
- Building strong relationships with learners
- Informing parents / carers of a learner's behaviour and subsequent actions to resolve incidents.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- support this Behaviour Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' evenings and support school functions

- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at school on time
- ensure their child is in full school uniform and wears that uniform correctly
- ensure their child completes homework and coursework to the best of his or her ability.

6. Pupil code of conduct

Learners are expected to:

- Complete work, homework and any coursework to the best of their ability
- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Attend school, arriving on time, and arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and learners
- Show respect for the opinions and beliefs of others
- Work to the best of their ability and allow others to do the same
- Hand in homework at the time requested
- Show respect for the working environment
- Wear uniform correctly at all times during the school day. Learners should arrive and depart correctly dressed
- Follow the school rules.

All Classrooms will display a copy of 'Our Classroom Behaviour Plan'

This plan is discussed and agreed to by all members of our school and is there for the protection of everyone's rights to be safe, be respected at all times and to be able to learn to the best of our abilities.

Our plan is based on our values of Honesty, Respect and Effort and is the standard for behaviour management and used in the resolution of behaviour incidents.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise - Verbal
- Praise - through written comments in learner books
- House Points - with prizes for the top achievers in each Key Stage
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the learner out of the class
- Discussion of the behaviour incident with the learner at break or lunchtime
- Expecting work to be completed at home, or at break or lunchtime
- Referring the learner to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a learner 'on report / behaviour sheet'

We are aware that some behaviours result from frustration, stress or other outside situations that the learner may be dealing with.

We may remove a learner from lessons for a short period of time in response to serious or persistent breaches of this policy. They will be supervised by a member of SLT and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our **Safeguarding & Child Protection Policy** for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Be respectful of the rights of every member of our school at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Classroom Behaviour Plan (Appendix 2)
- Develop a positive relationship with pupils, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and starting the next lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - providing support and guidance through feedback given to learners.

8.2 Physical restraint

At Braidwood School we believe that the majority of situations can be rectified through sensitive and supportive discussion.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPoms and reported to SLT and parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs teams evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to or from other schools.

10. Training and Staff Development

Behaviour management at Braidwood School is an important part of staff development for all staff including teachers, support staff, office staff and lunchtime supervisors. INSET is provided in several formats such as full staff meetings, individual support sessions and group workshops as well as through the provision of important advice and information via email and handouts. Consistency is vitally important to our behaviour management structure and is overseen by the Head teacher as well as the BeCo.

The following is included in staff development:

- (Re) familiarization with the plan. INSET provides an overview, give examples of how the plan works, explains how different behaviours fall under one or more principles in the school-wide code, and describes how specific rules desired by individual teachers can be connected to these principles
- Informing teachers of their roles/responsibilities:
- Using the classroom behaviour plan
- Always treating learners with respect, and making them feel welcomed and valued
- Catching learners being good.
- Presenting a meaningful curriculum in a captivating manner.
- Modelling the principles of respect, responsibility, and safety
- Using discipline in an educational, not punitive manner
- How to teach the plan and principles to the learners

- How to communicate respectfully as required by the plan

Not all children react the same when staff challenge their behaviour and many different strategies are used to discuss and change behaviours. It is important that staff are encouraged to engage in the sharing of good practice so that respectful and calm resolutions that are effective can be used by all staff.

When staff find a resolution particularly difficult they can ask SLT for advice or to sit in on discussions with the learner. It is important though, that staff involved in the incident are involved in its resolution with the learner as continually passing issues to more senior managers only serves to weaken the staff members position with the learners.

Staff at Braidwood School work towards a set of Preferred Practices (see Appendix 2) Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body every two years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn to the best of their abilities free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

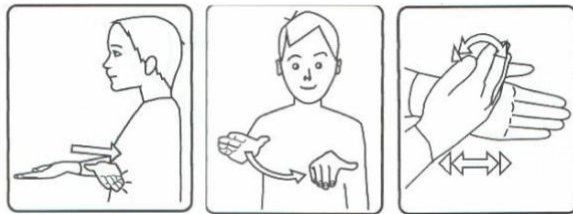
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every Two Years

Appendix 2: Our Classroom Behaviour Plan



Braidwood School



“We all have rights which we share here:

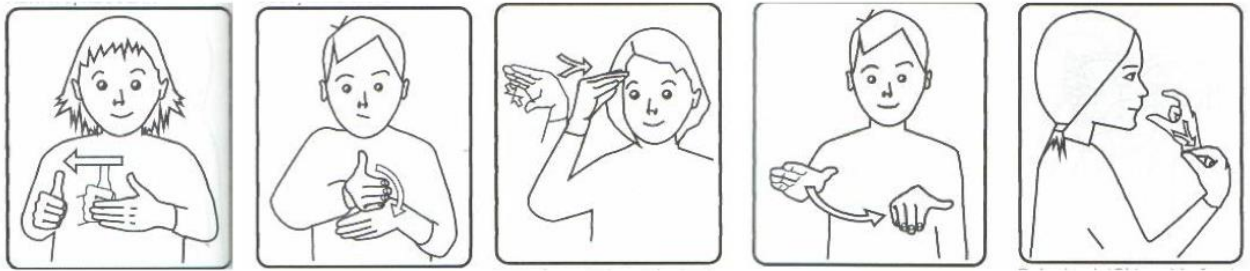
- The right to feel safe at all times at school
- The right to be treated with respect at all times
- The right to learn to the best of our abilities”

Together we agreed some rules for our classrooms and corridors



These are the rules we agreed were important to make sure everyone's rights are guaranteed.

Our Rules for Learning



• In our classroom we always work hard and try our best to learn as much as we can.

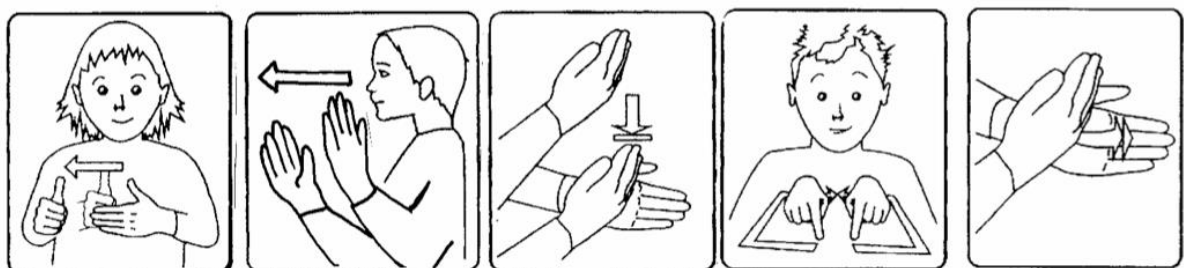


• In our classroom we work together quietly. When we communicate with each other we all join in and take turns.

Our Rules for How We Move About



• In our classrooms and corridors we move about safely and sensibly at all times



• At our school we enter and exit classrooms when asked to and always make sure our classroom is tidy and ready for the next class to use.

Our Rules for How we communicate with each other

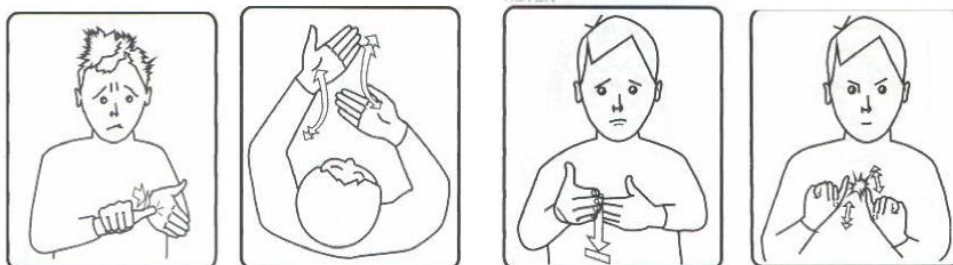


•In our classroom we communicate one at a time. We always watch and listen carefully to others without interrupting.



•In our classroom we put our hands up without calling out.

Our rules for **How We Solve Problems**



•We always try to solve problems by talking with others. We keep our hands and feet to ourselves.



•We always ask a member of staff for help in solving a problem or ask to see a mentor.

Appendix 3 - Home School Agreement

A Partnership Agreement Between Home and School	
Home	School
As a parent/carer I will:	As a school we will:
<ol style="list-style-type: none"> 1. Ensure 100% attendance of my child (except in the case of genuine illness or health condition) 2. Ensure excellent punctuality for my child every day 3. Notify the school of all absences and appointments. (Appointments should be made outside school hours where possible) 4. Follow the school's attendance guidelines 5. Not take holidays in term time 6. Ensure that my child follows the school's values of RESPECT, HONESTY and EFFORT 7. Support the school to ensure my child develops GOOD LEARNING HABITS in the following 6 areas: <ul style="list-style-type: none"> • My child will not answer back rudely to an adult in school. • I will notify the school of any concerns that might affect my child's behaviour • My child will wear perfect uniform and have a smart and clean appearance • My child will do his/her homework and make sure it is handed in on time. • I will ensure my child's iPad is fully charged each day, ready for school. • I will support my child with homework and school-related activities • My child will try very hard to remain on task in lessons • My child will arrive on time to all lessons • My child will bring essential equipment to school everyday 8. Ensure I take a keen interest in my child's learning, progress and personal development and will attend all progress evenings and meetings 9. Encourage my child to read regularly at home for pleasure and literacy development 10. Ensure my child comes to school happy and ready to learn, feeling safe and secure 11. Encourage my child to take part in clubs and activities, at school and in the wider community 12. Ensure I communicate with school whenever required and, in particular, any changes in circumstances 13. Encourage my child to be environmentally aware and take care of the school environment 14. Ensure I support my child in charity and community activities which help him/her to become a caring and thoughtful member of society 15. Ensure that my child does not use their mobile phone in 	<ol style="list-style-type: none"> 1. Check attendance and inform parents of any concerns 2. Check punctuality and inform parents of any concerns 3. Notify parents of any decisions regarding requests for absence 4. Follow our attendance guidelines 5. Refuse requests for absence in term time (as required to do by law) 6. Support the learner in following our values of RESPECT, HONESTY and EFFORT 7. Support the learner to promote the development of GOOD LEARNING HABITS by doing the following: <ul style="list-style-type: none"> • Ensure good behaviour through the promotion of self-discipline and individual responsibility • Ensure a smart appearance and the maintenance of high uniform standards • Set, mark and monitor work and homework in line with our homework, marking and feedback policy • Provide a good or better standard of teaching and pastoral support • Sell basic equipment on site to support students who may need replacements • Issue immediate sanctions for poor learning habits 8. Take a keen, professional interest in your child's learning, progress and personal development, offering a relevant and challenging curriculum. Provide an annual report and regular progress information 9. Ensure your child reads regularly in school for pleasure and for literacy development 10. Care for your child's safety and fulfilment as a valued member of our school community 11. Promote enrichment and extra-curricular activities to your child, targeting and supporting their involvement 12. Provide you with communication about all aspects of school life through our web-site, newsletters, texts and information evenings 13. Ensure your child develops an awareness and responsibility towards environmental issues 14. Ensure that your child understands the importance of being a caring and thoughtful person and of developing shared community values 15. Ensure that we help any child who needs to make urgent contact with their parents/carers for an important reason

lessons nor to take un-agreed film of others for any purpose.

Appendix 4:

Preferred Practices for all Staff

All staff at Braidwood School are expected to follow a set of recommended techniques to support their behaviour management.

Below are the 'Preferred Practices' and an explanation of them. This is available as a PowerPoint used for staff training.

Preferred Practices

- Communicating calmness
- Avoiding unnecessary conflict
- Using positive corrective language
- Focus on primary behaviour
- Invite, model and expect respect
- Utilise related and reasonable consequences
- Actively promote, teach and support positive behaviour

Communicating calmness

- Initiate and sustain whole class attention
- Utilise routines
- Approach all situations calmly and consistently
- Use your verbal and non verbal skills. Don't shout

Avoid unnecessary conflict

- Do not use sarcasm or ridicule
- Do not humiliate learners
- Assertion not aggression
- Body language

Using positive corrective language

- Be positive as well as corrective
- Focus on the expected behaviour not the disruptive behaviour.
- Use a least-to-most intrusive intervention
- Balance corrective discipline with encouragement
- Re-establish working relationship

Focus on the primary behaviour

- What is the behaviour you want to correct?
- Tactically ignore non-verbal secondary behaviour
- Keep the focus on the primary issue
- Avoid argument

- Refocus on secondary dialogue (partial agreement)
- Take up time.

Invite, model and expect respect

Respect involves

- Separating the behaviour from the person
- Allow the consequences to do the teaching
- Use private, rather than public, reprimands
- Focus on what behaviour you want
- Avoid holding grudges
- Re-establish the relationship after correction

Utilise related and reasonable consequences

- Not all misbehaviour requires an immediate sanction
- Consequences can be immediate or deferred
- Relate the behaviour to the outcome
- Emphasise certainty rather than severity
- Let the consequence teach the learner

Appendix 5 - Anti Bullying Policy



Braidwood School

Turning potential into success

Anti-bullying Policy

Statement of intent

Braidwood believes that all learners are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

Strategies, such as learning about tolerance and difference, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst learners. These measures are part of the school's Behavioural Policy, which is communicated to all learners, school staff and parents/carers.

All staff, parents/carers and learners work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Braidwood.

Head Teacher _____ date _____

1. Legal framework

1.1 This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

1.2 This policy will be implemented in conjunction with the school's:

- Behavioural Policy
- Cyber Bullying Policy
- E-safety Policy
- Transgender Policy

2. Definition

2.1 For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2 Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

3. Types of bullying

3.1 Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another learner because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

3.2 Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

3.3 **Racist** bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

3.4 **Homophobic** bullying: Bullying another person because of their actual or perceived sexual orientation.

3.5 **Transphobic** bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

3.6 **Sexist** bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

3.7 **Sexual** bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

4. Statutory implications

4.1 Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

4.2 Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

4.3 The National Association of Head Teachers has guidelines that head teachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the head teacher understands that they cannot do this without fully involving their teaching staff.

4.4 Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

5. Prevention

5.1 The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement ([Statement of intent](#)) which is regularly promoted across the whole school.

5.2 All reported or witnessed instances of bullying in the school are challenged by a member of staff.

5.3 Staff encourage learner co-operation and the development of interpersonal skills through the use of group work and pair work.

5.4 All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

5.5 Changing and organising seating arrangements in class helps to prevent instances of bullying.

5.6 Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.

5.7 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

5.8 All members of the school community are made aware of the school's Anti-Bullying Policy.

5.9 All staff members receive training on identifying and dealing with the different types of bullying.

5.10 A safe, supervised place is available for learners to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

6. Signs of bullying

Some of the signs that a learner may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages

- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

6.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.

6.3 Learners who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

7. Staff principles

7.1 Prevention is at the forefront of the school's Anti-Bullying Policy.

7.2 Staff treat reports of bullying very seriously.

7.3 Staff do not ignore signs of suspected bullying.

7.4 Unpleasantness from one learner towards another is always challenged and never ignored.

7.5 Staff take action immediately; this applies to all staff, not solely teaching staff.

7.6 Staff always respect learners' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.

7.7 Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

8. Roles and responsibilities

8.1 The School Leadership Team evaluates and reviews this policy to ensure that it is non-discriminatory.

8.2 It is the responsibility of all staff to be alert to possible bullying of learners and to deal with incidents as the highest priority.

8.3 The head teacher reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

8.4 The head teacher monitors reported incidents on SIMS including which type of bullying has occurred to allow for proper analyses of the data collected.

8.5 The head teacher analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

8.6 The head teacher arranges appropriate training for staff members.

8.7 Each form teacher corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.

8.8 Form teachers are alert to social dynamics in their class and are available for learners who wish to report bullying. They also provide follow-up support after bullying incidents.

8.9 Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the learner's form teacher of such observations.

8.10 All staff will avoid gender stereotyping when dealing with bullying.

8.11 Throughout the year, the composition of learner groups shows sensitivity to those who have been the victims of bullying.

8.12 The school nurses, often the first people to receive reports of bullying, offer emotional support to victims, and alert the relevant **form teacher**.

8.13 Parents/carers are advised to inform their child's **form teacher** if they are concerned that their child may be bullied or be involved in bullying.

8.14 Learners are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

8.15 Learners are taught not to make counter-threats if they are victims of bullying.

9. Procedures

9.1 Minor incidents are reported to the learner's form teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and records the incident and actions on SIMS.

9.2 When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the learners interviewed, including electronic communication
- If a learner is injured, members of staff take the learner immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned learners are informed that they must not discuss the interview with other learners

9.3 Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

10. Sanctions

10.1 If the head teacher is satisfied that bullying did take place, the learner will be helped to understand the consequences of their actions and warned that there must be no further incidents.

10.2 The head teacher informs the learner of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

10.3 If possible, the head teacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

10.4 The bullying learner is made to realise that some learners do not appreciate the distress they are causing, and that they should change their behaviour.

10.5 Parents/carers are informed of bullying incidents and what action is being taken.

10.6 The form teacher informally monitors the learners involved over the next half-term.

11. Support

11.1 The **form teacher** informally checks whether the bullying has stopped on a **weekly** basis for **a month** after the initial complaint of bullying.

11.2 The **head of year** formally checks whether the bullying has stopped the week after the bullying, and again **during the same half term**.

11.3 If necessary, group dynamics are broken up by members of staff by assigning places in classes.

11.4 The victim is encouraged to tell a trusted adult in school if bullying is repeated.

11.5 The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

12. Follow up support

12.1 The progress of both the bully and the victim are monitored by their form teachers. One-on-one sessions to discuss how they are progressing may be appropriate.

12.2 If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.

12.3 Learners who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their form teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

12.4 Learners who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

13. Bullying outside of school

13.1 Teachers have the power to discipline learners for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

13.2 Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the learner on school premises, or elsewhere when the learner is under the lawful control of the member of staff.

13.4 The head teacher has a specific statutory power to discipline learners for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head teacher the power to regulate learners' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

13.5 The **head teacher** is responsible for determining whether it is appropriate to notify the police or the **anti-social behaviour coordinator** of the action taken against a learner.

13.6 If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.