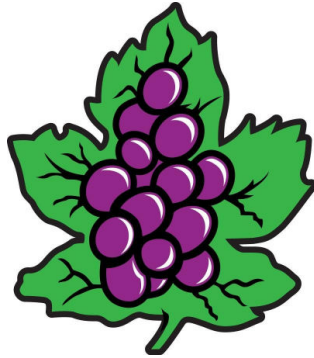


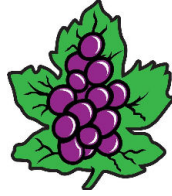


Behaviour policy and statement of behaviour principles

KEREM SCHOOL

Approved by: Safeguarding and Wellbeing Committee **Written:** October 2021

Last reviewed on: August 2026 **Next review due :** August 2027



KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage)

Behaviour Policy and Statement of behavioural principles

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1. AIMS

This policy aims to:

- Enable children to feel safe, valued, respected and happy at school
- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave** and how we work with pupils who need support in achieving this
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regard to behaviour management
- Outline our system of **rewards and sanctions**

2. LEGISLATION & 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
- Behaviour and Discipline in Schools 2014

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. RATIONALE

Promoting Positive Behaviour

In order for children to feel safe and happy at school and best be able to access learning, behaviour needs to be of a high standard. We share expectations of behaviour with the children and their parents and model it through the behaviour of adults at school. We aim to ensure that positive behaviour is rewarded and that inappropriate behaviour is dealt with firmly and fairly.

We are aware that we share, with parents, responsibility for the children in our care, therefore we make every effort to involve parents in discussions about their child's behaviour in order that they can support our policy.

The School Code of Conduct (outlined below) encourages and reinforces courteous and respectful behaviour – every opportunity is given to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour. This happens through **Restorative Practice** (see **Appendix 1**)

4. PUPIL CODE OF CONDUCT

4.1: Pupils must adhere to Kerem's Behaviour Expectations as set out in each classroom. These are:



OUR BEHAVIOUR EXPECTATIONS

- 1. We are polite, kind, honest and helpful**
- 2. We listen and show respect to everyone**
- 3. We try our best and work hard**
- 4. We care for property and our environment**
- 5. We help to make the school a safe place**



4.2 Classroom management

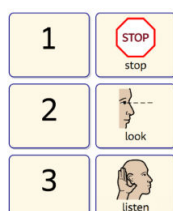
All staff are responsible for:

- Setting the tone and context for positive behaviour within the school
- Creating and maintaining a stimulating environment that encourages pupils to be engaged in their learning
- Displaying Kerem's Behaviour Expectations
- Develop a positive relationship with pupils, which includes but is not limited to:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Following the plan for dealing with low-level disruption
 - Using positive reinforcement
- Use the agreed signal, pause and insist for attracting the children's attention. These are:

EYU:

1,2,3 - Stop, Look and Listen with visual aids to support the understanding of expectations. These are practised frequently, and visual prompts are displayed around the EYU. All practitioners use this method for attracting the children's attention, and the consistent approach ensures children are aware of expectations.

- 1 Stop
- 2 Look
- 3 Listen



Y1-Y6: Say (Say 1,2,3 sheket using the signal 3 fingers up,)
Pause (Wait until all are silent/ready)
Insist (Make sure everyone is doing as you wish)

These will be on display in the classroom.

4.3: Encouraging outstanding behaviour

- We make clear our expectations of outstanding behaviour
- We promote mutual respect
- Children are encouraged to self-assess their behaviour to develop intrinsic motivation
- We set an example through our own behaviour
- We praise good behaviour both privately and publicly

4.4 Recognising pupils who meet the school's behaviour expectations.

At Kerem, we believe in fostering intrinsic motivation and positive behaviour through meaningful recognition rather than material rewards such as food or gifts. Our approach is centred on promoting a love of learning, self-discipline, and a sense of achievement. Positive behaviour may be celebrated with a range of rewards, which include but are not limited to the following:

- Praise
- House points /Kerem Characteristics cards will be given for children to take home
- Emails or phone calls home to parents- send parents a photograph of an exceptional piece of work.
- Special responsibilities.
- Invitation to Tea Party for demonstrating the Kerem Characteristics. At the Main School, pupils invited to Tea Party will be announced at the beginning of Kabbalat Shabbat and invited to sit on a chair/bench at the front. At the EYU, Tea Party is announced at the end of the Shabbat Party.
- Sent to Headteacher to show exceptional work or middot; at the Main School, children who have received a Headteacher's award will be announced in assembly on Monday morning
- Stickers will be stuck on exceptional work rather than being given to a child to wear on their clothing. This way, the acknowledgement is related to the work and the effort that went into achieving it.
- Celebrations of effort and progress in assemblies or class discussions
- In exceptional cases, prizes may be awarded; this must be agreed with the SLT. In these cases, the reward will be directly linked to the achievement. For example, the winners of a poetry recital may be awarded a poetry book.

NB: At no time do we reward children with food

5. DEALING WITH POOR BEHAVIOUR: PROCEDURES AND SANCTIONS

5.1 Poor behaviour is defined as:

Disregard of our Kerem Behaviour Expectations listed above.

5.2 Serious misbehaviour is defined as:

- Repeated breaches of the Kerem Behaviour Expectations
- Any form of bullying, including peer-on-peer and online bullying (see definition in section 7)
- Vandalism, theft, fighting, smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour or any form of discrimination in relation to the 'Protected Characteristics'. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, a mobile phone that has not been handed in, 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)

5.3: Managing behaviour in the classroom and playground

3 Step approach

At Kerem, we use a 3-step approach to dealing with poor behaviour

1. **Remind**
2. **Warn**
3. **Consequence**

1. **Remind**

- Remind pupils of the rule that they are not following
- Describe what it is that they are doing wrong e.g. calling out is not showing respect

2. **Warn**

- If the pupil continues to misbehave, warn of the consequences that will happen, e.g. if you continue to be disrespectful by calling out, you will be asked to...

3. **Consequence**

- If, in Years 1-6, a pupil misbehaves for a 3rd time, the warned consequence should occur. Ensure that the consequence is in proportion to the severity of the behaviour. Consequences may include:
 - o removing the pupil from the situation. *If they are in a classroom, this will be going to sit in a different classroom or missing a break to complete work that they did not do. If they are in the playground it will mean sitting out on the side of the playground, or being sent inside. If in the dining room, it will mean sitting at a table on their own.*
 - o Clearing up a mess made

- o Replacing an item that has been broken
- o Completing work that was missed as a result of poor behaviour
- o Not being allowed to attend a sports fixture

If pupils receive a consequence, the teacher giving the consequence may email parents to inform them, using the template below. (Appendix 5)

- If a child receives a consequence from a teacher who is not the class teacher, they should inform the class teacher.
- If a class teacher is concerned about the behaviour of a child in their class, they will talk to the pastoral lead about it, and together they will decide on a course of action. This may involve
 - o meeting with parents
 - o keeping a daily behaviour record
 - o removal from club/prefect duty
 - o internal exclusion
- If a pupil physically hurts another pupil, then they will be accelerated straight to the consequence section of the policy, and they will be removed as above. Their parents will receive a phone call. This may involve
 - o missing the next break
 - o an internal exclusion
 - o a fixed-term exclusion
- All serious misbehaviour must be recorded on CPOMS; the Deputy Head Pastoral and class teacher should be alerted (through CPOMS).
- Conduct in the playground should reflect that of behaviour in the classroom. For more details on dealing with **Behaviour in the playground**, see **Appendix 2**.

Consequences should be for an individual and not for a group. For example, if 1 or 2 children are not meeting the expectations of lining up, only they will receive a consequence and not the whole class. Collective consequences are not appropriate.

5.4 Restorative Practice

Where a pupil's behaviour has caused upset or harm to another pupil, an approach of restorative practice should be used. This is where the 2 pupils meet, together with an adult, to discuss what went wrong, and why they were upset and decide what they can do to put the situation right or move on from it in a positive way. (**Appendix 1**)

5.5 Off-site behaviour

The 3-step approach and Restorative Practice may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sports fixture. If deemed serious enough, on return to school, the pastoral lead needs to be informed, and the procedures listed above will be followed if necessary.

5.6 Exclusions

In cases of persistent unacceptable behaviour and where the other sanctions/strategies have been exhausted, an exclusion will be the final sanction [see Kerem School Exclusion Policy]. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary, permanent exclusion may be considered in consultation with the Governors. All fixed-term exclusions will be reported to the Governors.

In cases of serious breach of behaviour expectations, even if it is the first occurrence, an exclusion may occur [see Kerem School Exclusion Policy]. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary, permanent exclusion may be considered in consultation with the Governors. All fixed-term exclusions will be reported to the Governors.

5.7 Malicious allegations

Where a pupil makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this behaviour policy. The Head Teacher will also consider the pastoral needs of staff wrongly accused of misconduct.

5.8 Physical restraint (see Positive Handling Policy for further details)

As a rule, we do not use physical restraint. However, in some exceptional 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 accompanied by a commentary so that no action can be misconstrued eg "I am going to put my arm on your shoulder so I can move you away from this situation."
- 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 parents
- Be recorded on the 'Use of Physical Restraint Recording proforma (Appendix 5)

5.9 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. This will be added to CPOMS, and the item will be returned to parents at the end of the day.

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

6. 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 Inclusion Lead will 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.

7. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

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

Bullying can include, but is not limited to:

Emotional: Being unfriendly, excluding, tormenting, for example, excluding people from social groups and spreading hurtful and untruthful rumours

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence

Discrimination/prejudice: the unjust or prejudicial treatment of different categories of people, especially on the grounds of the protected characteristics- race, religion, culture, sexual orientation, gender, homophobia (including biphobic or transphobic bullying), disability and special educational needs or because a child is a looked after child or adopted or is in care or has caring responsibilities.

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 or uses media such as phones, iPads e.g text messaging, sexting, up-skirting, prank mobile phone calls and inappropriate use of social networking sites

(*Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Strategy -Appendix 3***).

8. ROLES AND RESPONSIBILITIES

8.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

8.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Safeguarding and Well-Being Committee of the governing body, giving due consideration to the school's **Statement of Behaviour Principles (Appendix 4)**. The Head Teacher will also approve this policy.

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

8.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- The Senior Leadership Team, along with the Leadership Team, will support staff in responding to behaviour incidents.

8.4 Parents

Parents are expected to:

- Support their child in adhering to the Kerem School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Threatening or bullying behaviour from parents or guardians is not acceptable and will not be tolerated. If such behaviour were to take place, the persons involved will be asked to leave the school premises. If such behaviour were to occur during a telephone call, this call will be terminated. All members of the Kerem community must be treated with respect at all times.

9. PUPIL TRANSFER

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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 other schools.

10. TRAINING

Our staff are provided with training on managing behaviour as part of their continued professional development. Members of staff are encouraged to seek advice and support on behaviour management from their line manager. Support is also provided by the Inclusion Lead, the Wellbeing practitioner (who can advise on a child's emotional needs) and by the Deputy Head (Pastoral).

Behaviour management will also form part of continuing professional development.

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Head Teacher and the Safeguarding and Wellbeing Committee every year. At each review, the policy will be approved by the Head Teacher.

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding Policy
- SEND policy
- Keeping Children Safe in Education (2026)

Appendix 1

Restorative Practice

- Where a pupil's behaviour has caused upset or harm to another pupil, an approach of restorative practice should be used. This is where the 2 pupils meet, together with an adult, to discuss what went wrong, why they were upset and decide what they can do to put the situation right or move on from it in a positive way.
- It is often beneficial to prepare with each pupil individually what they want to say, and to establish what they want to happen moving forward, prior to the discussion together. This should be pupil-led, yet prompted by the adult where necessary.
- The adult may decide to move a conversation along or direct it back to promoting a positive outcome if it is felt that the conversation is becoming negative.
- At the end, the adult should recap the positive steps the pupils have made to move on from the negative situation and ask the pupils to suggest what they could do instead (or try not to do) in future.
- A pupil should never be forced to apologise as this is meaningless if not meant. Instead, a pupil should be encouraged to decide for themselves how they can show they are ready to move on. e.g. apologise and promise to try not to repeat the behaviour, a handshake/smile, etc.
- We do not promote pupils avoiding each other as a way of resolving an issue as this is not a viable solution with a positive outcome.
- It is recognised that further educational consequences or intervention work may need to be done to resolve more complicated issues. This can be done specifically in PSHE lessons, through whole-class teaching embedded within the curriculum or through small group or individual interventions.

1. Can you tell me what happened? 
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening in the future?
7. What can I do to help you?

Appendix 2:

Behaviour in the playground

2:1 General Behaviour

- Conduct in the playground should reflect that of behaviour in the classroom, and the behaviour expectations and strategies set out above should continue to be followed.
- No pupils are allowed in the playground without an adult.
- Staff on duty should ensure that they are sufficiently spaced out so that all areas of the playground can be monitored; one should be near the football pitch, and the other by the champ pitch near the climbing frame.
- Staff should use the 3-step approach (Remind, Warn, Consequence). If there is a consequence, the person on duty needs to inform the class teacher and, if appropriate, the parent. If appropriate, this should be added to CPOMS.
- When the bell goes at the end of break, children should stand still. They should then be asked to walk to their lining-up spot, where they should line up quietly in their prearranged order.
- Any pupils who take too long to line up or do not line up in an orderly fashion will have to finish break 5 minutes earlier at the next break.
- Consequences for poor behaviour when lining up must be individual and not collective.
- Football can only be played on the assigned pitch (please see below for more detailed rules) and by the assigned class

2:2 Football

There is a clear rota for using the football pitch. Only the class/es on the rota may use the pitch at the assigned time. Staff should not allow two classes to play together, unless previously discussed with the two class teachers and the Deputy Head, Pastoral. This is because they will have a good idea of any potential fallout. If they choose not to play football, the area can be used by members of that class for any other game they wish to play.

The Behaviour policy of “Remind, Warn, Consequence’ will apply to football as follows:

- If a player makes a fuss, begins an argument or demonstrates low-level inappropriate behaviour, they will be given a **reminder** of the appropriate behaviour. A repeat of such behaviour will lead to a **warning** and then finally a **consequence**.
- If a child is not able to manage their emotions and verbally or emotionally lashes out, they will be given an immediate **warning**. A repeat or continuation of this behaviour will lead to the **consequence**.
- If a child physically lashes out in any way, they will immediately be given a **consequence**.
- The **consequence** for inappropriate behaviour in football is a week’s ban.
- If a pupil is given a ban, the class teacher must be informed at the end of the break time. The class teacher will then inform the pupil’s parents either by phone or by email.
- If a child receives 3 bans in a term, they will be banned for the remainder of the term.

2:2 Champ

Champ is a game that children enjoy playing. Champ can only be played by children in Year 4 and above

For it to be played in a way which is safe and harmonious, we have compiled a set of agreed rules; these are listed below and are displayed on the fence next to the Champ courts.

The Behaviour policy of “Remind, Warn, Consequence’ will apply in Champ as follows:

- If a player makes a fuss, begins an argument or demonstrates low-level inappropriate behaviour, e.g. refuses to go out or calls someone a cheat, they will be given a **reminder** of the appropriate behaviour. A repeat of such behaviour will lead to a **warning** and then finally a **consequence**.
- If a child is not able to manage their emotions and verbally or emotionally lashes out, they will be given an immediate **warning**. A repeat or continuation of this behaviour will lead to the **consequence**.
- If a child physically lashes out in any way, they will immediately be given a **consequence**.
- The **consequence** for inappropriate behaviour in Champ is a week’s ban.
- If a pupil is given a ban, the class teacher must be informed at the end of the break time. The class teacher will then inform the pupil’s parents either by phone or by email.
- If a child receives 3 bans in a term, they will be banned for the remainder of the term.

Notes for Adults

- One adult on break duty should be near the Champ games, in order to monitor behaviour.
- **Adults on break duty should not agree to referee games of champ.**
- If a child has a 1:1 and that child is playing champ, their 1:1 must support their specific child’s needs and intervene if and when needed, not get involved with others playing the game.
- Any ban given should be emailed to the staff team and logged on CPOMs
- **Please follow the parameters outlined above, and ensure that consistency is applied.**

Champ rules are outlined on the next page.



CHAMP RULES



1. The game is played in 4 squares drawn out on the floor. 1 player starts in each square.
2. The player in the bottom left-hand corner is the 'Champ'
3. The 'Champ' starts the game by serving. When serving, the ball must bounce on the Champ's own square first – it must not be touched again after the bounce.
4. The 'Champ' is allowed one 'false' serve (a serve that is out) each time they serve.
5. Each player needs to hit the ball with any part of their hand into an opposing player's square after it has bounced only once in their square.
6. If the ball goes out of bounds before it bounces, the player who hit the ball is out and needs to return to the line for another try. Players move anti-clockwise to fill the vacated square and a new player joins in the bottom right-hand square.
7. If a player fails to hit a ball that has bounced in their square, they are 'out'.
8. If a player hits a ball and it lands on the outer line, it is considered 'in'. If it lands on their own inner line, it is out.
9. If the ball hits the tree or fence, it can be redirected back into play or the shot is retaken.
10. Players must wait in a straight line for their turn. Players are not permitted to 'jump the queue'.

HAVE FUN!

Appendix 3

Anti-Bullying Strategy

Introduction:

At Kerem School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness, and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates 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
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Kerem School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment and have a **zero-tolerance** approach to bullying of any kind.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is an appendix of our Behaviour Policy and is closely linked with the following policies: Safeguarding and Child Protection Policy, SEND Policy Code of Conduct, PSHCE Policy and Photograph and Image Policy. It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

What is bullying?

Definition:

Bullying is conduct intended to cause hurt, either physically or psychologically, which is unprovoked and which continues over a long period of time.

It may be further defined as the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone by means of verbal or physical abuse, and could also include racial, religious, cultural, sexual/sexist, homophobic, disability, special educational needs and cyber (social websites, mobile phones, text messages, photographs and email) bullying. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of bullying in causing psychological damage and even self-harm.

This school has regard to the DfE advice (2014) "Preventing and tackling bullying."

Bullying, to a greater or lesser extent, goes on in every school. However, the way it is dealt with can make a huge difference to the victim's life. Bullying is not just a physical assault. It can include:

- name-calling, malicious gossip and laughing at someone's misfortune;
- deliberate social exclusion;
- threats, extortion and damage to property.
- sexual violence or harassment

Research suggests that non-physical bullying is more common than physical bullying and that its effects can be more damaging to the victim.

The school adopts zero tolerance towards all forms of peer-on-peer abuse or bullying.
(Please see the separate section about peer-on-peer abuse in the Child Protection and Safeguarding Policy Appendix 1)

Types of Bullying:

Cyber-Bullying: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyberbullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. *(Please see separate ICT policy)*

Racist Bullying: This refers to a range of hurtful behaviours, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Homophobic Bullying: This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Sexual violence and harassment:

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. *(Please see The Child Protection and Safeguarding policy for further information on dealing with Sexual violence and harassment)*

Vulnerable Groups: We recognise that some groups of pupils may be more vulnerable to bullying, including: Looked After Children, Children with Special Educational Needs or Disabilities (SEND), Children from ethnic minorities, Children for whom English is an Additional Language, Children who identify as or who are perceived to be gay, lesbian, bisexual or transsexual.

Bullying Prevention:

- Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Assemblies, as well as PSHE lessons, give pupils regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out or a one-off argument.
- An annual 'Anti-Bullying Week' is held to further raise awareness.
- E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying.
- Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.
- Our school's 'Behaviour Expectations' (see Behaviour Policy) are regularly promoted and are displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Signs of Bullying:

Staff should be vigilant in looking out for signs of bullying or other child protection issues, including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Responding to Bullying

- All allegations of bullying, including cyberbullying and bullying outside the school should be taken seriously and must be recorded on CPOMS. This should be done by the person who has witnessed the incident or to whom the incident was reported
- A bullying incident should be treated as a child protection concern and therefore reported to the DSL
- The DSL is responsible for keeping a separate physical record of all bullying incidents or accusations and of the actions and outcomes
- Parents of all parties should be informed
- Any emails or paperwork relating to a bullying accusation should be uploaded onto CPOMS and then shredded to ensure that it does not end up in the wrong place
- Any action taken in response to a reported bullying incident must be noted, and the outcome recorded in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified
- In any case of alleged bullying, either the class teacher, DSL, Headteacher, or a senior member of staff should first establish the facts and build an accurate picture of events, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. Notes of these discussions must be uploaded onto CPOMS
- Both parties should be clear that a repeat of these behaviours will not be tolerated.
- If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together
- Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped
- The DSL, together with the Head Teacher, will decide whether a bullying issue needs to be reported to external agencies (such as police/social services). The decision will be based on the frequency and severity of the case

Appendix 4: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn without the disruption of others
- All pupils, staff and visitors will not be subject to 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 discussions regarding behaviour incidents in order to foster good relationships between the school and pupils' home lives

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

Appendix 5:**Use of Physical Restraint (Positive Handling) Recording Proforma**

(please add to CPOMS)

Name of Child		Date of Birth	
Year Group		Date and time of the incident.	
Staff involved		Were any other pupils involved?	
Description of incident			
Deescalation attempted			
Type of intervention used			
Duration			
Were there any injuries?	Yes/ No	If yes, please give further details	
Were there any witnesses?	Yes/No	If yes, please give further details	
Method of informing parents		Date and time parents were informed	
Follow up actions			
Staff member	Name: Signature: Date:	DSL/DDSL	Name: Signature: Date: