



Macaulay CE Primary School

Positive Behaviour and Anti-Bullying Policy

I Know Who I Am

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." Psalms 139:14

At Macaulay we are an inspirational, nurturing and inclusive community, celebrating each child as uniquely created by God.

We foster independence, curiosity and creativity so that every child may flourish and fulfil their potential to live with purpose and confidently contribute to their communities.

"Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. (Such values) permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest." (DfE 2011 'Preventing and Tackling Bullying')

Introduction

Macaulay is a church school, where we nurture a positive and supportive atmosphere. Our shared Christian values are at the heart of all we do. We recognise that every child has the right to learn and develop to the best of their ability in a safe environment. This is underpinned by our motto **I Know Who I Am**, whereby children are encouraged to recognise their strengths and develop as well-rounded citizens.

We believe in positive reinforcement behaviour management through praise and encouragement. We also acknowledge that a well-managed, orderly environment encourages children to act in a productive, co-operative and caring manner.

At Macaulay we acknowledge our legal responsibilities, under the Equality Act 2010, with regard to safeguarding the interests of all pupils according to their individual needs, eliminating discrimination, advancing equality of opportunity and fostering positive relationships regarding:

- SEND
- Ethnicity
- Gender
- Religion and Faith
- Sexual Identity

Our Aims

Lifelong success depends on learning to make sensible choices and to take responsibility for our own actions. We want our school to be safe and stimulating, a place where every child can be happy and productive, and where effort and success are celebrated.

Our shared Christian values help us foster positive relationships and guide us towards our goals. They are:

Resilience, Thankfulness, Compassion, Creativity, Responsibility, Friendship

Our Christian values are regularly explored in collective worship, in the classrooms and around the school. Consistent messages teach and encourage children to sustain strong and positive relationships with each other.

We ensure that the spiritual, moral, social and cultural wellbeing of the children at Macaulay are fostered through our rich RE and PSHE curricula, which underpin all aspects of school life.

Developing Positive Relationships

There are many opportunities throughout the school day for children to develop their relationships with each other and the adults in the school. Also, in working towards our goal of positive behaviour, we recognise the importance of mutually supportive and respectful relationships with parents.

Verbal Solutions

At Macaulay, children are taught to resolve disputes through discussion and to understand that retaliation in any form leads to a breakdown in general good behaviour and communication, and escalates wrong-doing. We ask parents to recognise and support our positive behaviour policy, and not encourage their children to 'hit back'. Adults are always available to intervene and provide appropriate support for children. Listening carefully to both sides of a dispute enables the children involved to understand how difficulties arose, that there are different perspectives, and to arrive at a fair conclusion. Children are encouraged to take responsibility for their own actions, and to try to put right any damage or hurt inflicted.

Encouraging Positive Behaviour

We are very proud of the standards of behaviour in our school and constantly want to improve on pupil attitudes and behaviour.

'Pupil Voice' is heard at Macaulay. Children are involved in decision making in many aspects of school life. They have representation through their elected school council and other forums.

Role Models

At all times, adults are expected to be role models for children. Children learn and understand what positive relationships are from the example and expectations adults set. Older children are encouraged to be role models to younger children, and are given the opportunity to develop and demonstrate this responsibility in many ways, including:

- Play Leaders
- Faith Leaders

- Eco Monitors
- I.T Leaders
- Reading Buddies
- Library Monitors
- Helpers to younger year groups at various events, e.g. Sports Days

Class Rules

Classroom rules are formulated under the guidance of the teacher in collaboration with the class. These are displayed as a class charter. They are reasonable, manageable and age appropriate. **The Class Charter is displayed alongside the Christian Values and The Macaulay Principles.**

We work within **The Macaulay Principles** of:

Ready
Respectful
Safe

A **Recognition Board** is placed by the **Class Charter, Christian Values,** and the **Macaulay Principles.** Children's names are written on the board in praise and recognition of positive behaviour choices that adhere to the Christian Values and the Macaulay Principles (see Appendix 1).

Rewards

Rewards are used as strategies to encourage positive behaviour and collaborative working.

Rewards used at Macaulay School include:

Individual

- Certificates
- Verbal Recognition

Recognition and praise are specific, and reference is made to how children have demonstrated Christian Values and the Macaulay Principles.

Class

- Collection of pebbles for class efforts and achievement to build class cohesion.

School

- **House Points**

Children and staff are divided into houses. Children are awarded house points for demonstrating our Christian values. A child receives a house point if their name is placed on the Recognition Board.

At the end of every term the winning house is rewarded.

Consequences

Children learn that there are consequences to the choices they make and consequences are appropriate to the pupil's age and stage of development.

A consequence ladder is displayed in the classrooms, dinner hall and playground. **(See Appendix 2).** Staff follow the steps in response to the inappropriate behaviour. Inappropriate behaviour is

followed by a restorative conversation with a member of staff. Children's names are not displayed and consequences shared are communicated in a respectful, constructive and supportive manner.

When dealing with any incident involving unkindness and/or aggression (verbal or physical) towards another child, the supervising adult will discuss objectively the relevant issues with the children involved. We recognise that all parties need to be listened to and supported.

Parents will be contacted or seen by a senior member of staff in relation to any serious breach of the behaviour code or repeated poor behaviour. (This includes swearing, racial, physical or homophobic abuse and bullying.)

An IEP (Individual Education Plan) will be drawn up for any child whose persistent negative behaviour creates a barrier to their own or others' learning

Behaviour during Residential Trips

A reward and consequence system operates during residential trips. If a child persistently behaves in a manner that causes a disturbance to others or is unsafe, parents will be contacted and asked to collect their child and keep them at home for the remainder of the trip. In this case, the parent/carer will not be refunded.

'Out of School' Incidents

In certain circumstances, it is necessary for the school to act in response to incidents of unacceptable behaviour occurring out of normal school hours and/or away from school premises.

These include incidents brought to the attention of staff when a pupil is:

- taking part in any school-organised event or school related activity;
- travelling to or from school;
- wearing school uniform in a public place, or is otherwise identifiable as a Macaulay pupil;
- inappropriately texting, emailing or otherwise misusing social network websites etc.

In these situations, there will be consequences appropriate to the incident.

Special Educational Needs

Children who have behavioural, emotional and social needs that require assessment and programmes will be supported by the Inclusion Lead and specialist outside agencies.

Anti-bullying

There will be occasional lapses in the high standards of behaviour we expect from our children. Acts of unkindness may occur when friends fall out and children feel unhappy. Most incidents of this nature are resolved by the end of the school day, if not by the end of playtime, and form part of children learning how to manage relationships. However, bullying is very different and the two situations should not be confused. Bullying is a far more serious matter.

For the purpose of this policy, the definition of bullying is *'intentional, recurrent behaviour that hurts others emotionally and/or physically, and which usually involves an imbalance of power.'*

Within the framework of our Christian distinctiveness, we aim to foster an environment in which children, staff and parents feel safe and supported, where they are confident to share information

about incidents of bullying, and trust that the matter will be dealt with sympathetically and effectively.

The development of the spiritual, moral, social and cultural wellbeing of the children at Macaulay underpins all aspects of school life and provision. This is fundamental to our anti-bullying approach. Self-confidence, self-esteem, self-awareness and self-belief are some of the personal qualities nurtured to help build resilience and this enables children to face challenges which might otherwise render them vulnerable.

We believe that the work undertaken at Macaulay to promote positive behaviour and relationships considerably minimises bullying incidents. However, it is not an issue from which any school can ever feel immune. Specific training for staff and pupils (e.g. INSET from LA advisers, online safety workshops) help adults and children to know what steps to take if such situations arise.

Anti-bullying week, as a whole school focus, has now been replaced by continuous provision, and a range of strategies and programmes support our work in this area, including:

- PHSE sessions, content delivered through the SCARF Scheme of Work
- Relationships and Sex Education
- Safer Internet Day & Online safety discussions
- Half termly focuses on our Christian values
- Gang Awareness Workshops

Our aim is to embed the message, 'We are a telling school', in order to encourage pupils to report to a member of staff incidents of bullying involving themselves or others.

Different types of bullying: *(See Appendix 4 for more details)*

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Physical** - pushing, kicking, hitting, punching
- **Ageist** - derogatory insults and terminology
- **Cyber** - all areas of internet, such as email and internet chat-room misuse; mobile threats by text messaging and calls; misuse of associated technology, e.g. camera & video facilities
- **Racist** - racial taunts, nicknames, gestures, derogatory insults and terminology
- **Sexist/Sexual** - unwanted physical contact or sexually abusive comments, derogatory insults and terminology
- **Homophobic, biphobic and transphobic (HBT)** - derogatory insults and terminology
- **Religion/Faith based** - derogatory insults and terminology
- **Xenophobic** - derogatory insults and terminology
- **SEND based**- derogatory insults and terminology

Through discussions about our Christian values, our individual rights and responsibilities and through various aspects of our PSHE curriculum, all forms of bullying are addressed.

Disparaging remarks or taunts, involving race, religion or faith, disability or SEN, sexism or homophobia, biphobia and transphobia, which are overheard by children, are always challenged and reported. It is often thoughtlessness and a lack of awareness that cause insults of this nature

to occur. Follow-up work in the classrooms will often be undertaken in order to develop further awareness and a deeper understanding of the issues concerned.

Signs that might suggest a child is being bullied

- Reluctance to come to school
- Lateness or hanging back
- Wish to change school routines
- Lack of appetite or persistent inability to sleep
- Depression, psychosomatic illnesses or non-specific pains
- Avoidance of specific activities or situations (e.g. PE, playtime, etc.)
- Withdrawal from social activities
- Exhibiting signs of distraction, restlessness, or forgetfulness
- Underachieving or changes to normal achievement patterns
- Asking for money or making unusual demands

Staff Role

Staff recognise their responsibility to establish positive relationships with pupils and their parents. They also work together as a team to support one another, share information and strategies to ensure a consistent approach. Staff use behaviour scripts (**See Appendix 3**) to ensure a consistent approach promoting positive behaviour, handling disruptive behaviour and supporting children with difficulties.

Staff are vigilant at all times for signs of bullying. Through in-service training and staff meetings, there is an awareness of the signs to look out for and an understanding of procedures to follow where incidents of bullying are suspected.

Staff take reports of all forms of bullying seriously and are committed to investigating each complaint in a timely manner.

Class teachers and senior staff keep behaviour logs on CPOMS. Incidents of racist abuse will be reported to the governors.

If an incident occurs, the teacher will talk to all children concerned, starting with the victim. Confidentiality must not be promised, as information shared will need to be passed on to the Headteacher and the parents of those involved. Arrangements must then be made to speak separately to the parents of all children concerned. Depending on the seriousness of the situation, these interviews may be conducted by the Headteacher. Consequences will also depend on individual situations. A range of strategies may also be employed in an effort to work towards more positive behaviour in the future.

Teachers have the right to confiscate mobile-phones, if they are found to have been inappropriately used. The Headteacher or, staff granted the authority by the Headteacher, have the right to search mobile-phones for inappropriate material.

Pupils' Role

Pupils should demonstrate positive behaviour by following our shared school values and procedures, and the rules of the classroom at all times and in all areas of the school.

Pupils should be aware of the benefits to them, and to others, of following the school procedures and demonstrating the school's values.

Pupils should be aware of the consequences of unacceptable behaviour and why these consequences are necessary.

Pupils who have specific targets to improve their behaviour should work hard to achieve them, and know how, and when, to ask for help in these matters.

The Role of Parents

Parents who are concerned that their child might be being bullied, or might be bullying others, should contact the class teacher immediately. The school will investigate both sides of any incident.

The best course of action for parents is to allow the school to work towards a resolution, and not 'take matters into their own hands', by approaching other parents or anyone else's child.

A parent's role in this situation is:

- to take an active interest in their child's social life and friends;
- to advise their child to talk to a staff member about any incidents involving bullying and harassment;
- to inform the school if they believe bullying or harassment has occurred
- to offer comfort to their own child;
- to reassure their child that they did the right thing by talking about the matter, as it can now be resolved;
- to discourage their child from retaliation;
- to be willing to attend related interviews;
- to trust that the school also has the best interest of their child at heart.

It is in the interest of all concerned for parents to uphold any consequences imposed by the school, support the school's Positive Behaviour and Anti-Bullying policy and actively to encourage their child to be a positive member of the school community.

The Role of Governors

Governors have a legal duty, alongside the Headteacher, to ensure the safety of pupils in their care, including responsibility for tackling bullying.

The governors will appoint an appropriate governor, when required, to address issues related to bullying. The Headteacher will consult with the chair of governors and agree a nominated governor.

The Governors will also:

- support the Headteacher in all attempts to minimise incidents of bullying.
- require that the Headteacher records incidents of bullying and reports to the governors at least annually about the effectiveness of anti-bullying strategies;

- respond to any request from a parent to investigate an incident of bullying. In all cases, the governing body will notify the Headteacher and ask her to conduct an investigation, and to report back to a representative of the governing body;
- be responsible for establishing general guidelines on standards of discipline and behaviour, and reviewing their effectiveness;
- support the Headteacher to implement these guidelines;
- when necessary, advise the Headteacher about particular disciplinary issues. The Headteacher must take their advice into account when making decisions about matters of behaviour.

Role of the Senior Leadership Team

The SLT will:

- provide active, visible, supportive, clear and consistent leadership, demonstrating a commitment to an inclusive, whole school approach, based on our shared Christian values and high expectations of behaviour;
- prioritise resources, including staff, to the greatest need, making the most effective and efficient use of the available budget;
- actively promote inclusion and minimise the need for exclusions, recognising that exclusion is damaging to the achievement, attainment and life chances of children and their inclusion within the school and wider community;
- support staff development, incorporating basic behaviour management, including building, maintaining and repairing positive relationships, and preventing and managing difficult situations;
- use information in a systematic way to inform and drive improvements in policy and practice;
- provide necessary support for children and staff during and following any serious incidents of bullying.

Fixed-term Suspensions and Permanent Exclusions

Whilst inclusion is the overriding aim, there are rare occasions when exclusion from school becomes the only appropriate option. This is always a last resort and follows procedures established by the DfE and Local Authority.

Fixed term suspensions or permanent exclusions will be used for persistent and unmodified:

- physical violence towards adults and children (includes pushing, kicking, punching, spitting);
- abusive language (this includes racist comments) directed at adults and children;
- refusal to follow safety instructions so that the individual, other children and/or adults are put at risk;
- damage to property;
- intimidation and threatening behaviour towards other children;
- disrupting the learning of other children.

In the case of a particularly serious assault, the nature of which is considered to be especially damaging or harmful to others, the standard escalation of consequences and procedures will be bypassed and an immediate permanent exclusion will be implemented.

Policy for Fixed-Term and Permanent Exclusions

See Appendix 6

The Use of Physical Restraint, Force and/or Intervention, and Physical Contact

Staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from causing damage to property or from causing disorder.

Force can be used to control pupils or to restrain them.

The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

For more guidance (for example the definition of 'reasonable force') see https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

All incidents of restraint, force and/or intervention will be logged on a restraint form. These are monitored by a member of the Senior Leadership Team.

There will be occasions, mostly for the purposes of comfort and reassurance, when physical contact may reasonably be considered to be 'meeting the needs of the child'. It is recognised that, generally, as children get older, there will be fewer occasions, when this will be required. See '*Safer Working Practice Guidance*'.

Searching children

See Appendix 5

Allegations of Abuse against Staff

Every allegation of abuse made against staff members must be taken seriously and reported to the governors. Most allegations made against teachers and staff will be handled by the Headteacher using DfE guidance. *See Appendix 6*

Complaints and allegations

Follow the complaints process, policy is on Macaulay School Website. (See Complaints Policy)





Monitoring and review of the 'Positive Behaviour and Anti-Bullying Policy'

The Headteacher monitors the effectiveness of this policy, and it is on an annual cycle for review to ensure it meets the changing needs of our school community. The governors review its effectiveness annually. However, it can be amended at any time, if this is felt to be in the best interests of the school.

Appendix 1

In the classroom from Nursery to Year Six –Every class will display on one board the following:



 Our Macaulay Principles: Ready, Respectful, Safe		
 <u>Our Christian Values</u> Resilience Thankfulness Compassion Creativity Responsibility Friendship	 Recognition Board	 <u>Our Class Charter:</u>

Appendix 2

Macaulay Principles

Ready
Respectful
Safe

Classroom Consequence Ladder



RULE REMINDER	<ul style="list-style-type: none"> Your current choices do not reflect our school principles You now have an opportunity to make the right choice Let me help and advise you.
WARNING	<ul style="list-style-type: none"> I have helped and advised you and your behaviour is still impacting your learning and others around you This is a warning that your behaviour needs to change
REFLECTION	<ul style="list-style-type: none"> Your behaviour choices have continued and have not been turned around You will spend time in another class to reflect upon your behaviour You will miss some time from your next break and/or lunchtime with your class teacher and we will speak to your parents/adults You will discuss with your teacher how you can turn your behaviour around in future
REFLECTION WITH SENIOR LEADER	<ul style="list-style-type: none"> You have continued to make choices that do not reflect our school principles You will spend time with a senior leader to discuss your behaviour and how you can turn this around in future Your parent / carer will be notified

Break Time Consequence Ladder

RULE REMINDER	<ul style="list-style-type: none"> Your current choices do not reflect our school principles You now have an opportunity to make the right choice Let me help and advise you.
WARNING	<ul style="list-style-type: none"> I have helped and advised you and your behaviour is still impacting your playtime and the playtime of others This is a warning that your behaviour needs to change
REFLECTION Time	<ul style="list-style-type: none"> Your behaviour choices have continued and have not been turned around. You will spend time sitting on the bench to reflect upon your behaviour. You will speak to me after reflection and be ready for break time
REFLECTION WITH SENIOR LEADER	<ul style="list-style-type: none"> You have continued to make choices that do not reflect our school principles. You will spend time with a senior leader to discuss your behaviour. Your parent / carer will be notified.

Appendix 3

Behaviour Scripts

When we see unwanted behaviour it must be challenged, not ignored. The 30 second script is a powerful intervention.

The scripted intervention - the 30 second script... allows the behaviour to be addressed within a set timeframe and not detract from the learning.

Microscripts

Microscripts can to be developed by the teacher to suit circumstance but adhere to these basic examples;

1. You Need to...
2. I need to see you...
3. I expect...
4. I know you will...
5. Thank You for...
6. I have heard what you said, now you must...
7. We will...

Deeper Scripts

1. You need to understand that every choice has a consequence. If you choose to do the work, then that will be fantastic and this will happen... if you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That's the Stephan I need to see today, that is the Stephan you can be all of the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like this behaviour but I believe you can be a success.
4. I am not leaving. I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel it's not like you to...

Scripts For Asking for Assistance

we never discuss a child's behaviours, as adults, in front of the child - no matter how emotionally involved we have become.

1. Mr Smith, could you work with John he needs to think about his choices.
2. Mr Smith, John has been asked to go to the thinking spot. He's choosing not to.
3. Mr Smith, could you walk with John. He needs to think deeply about his choices.

If a child turns from you while you are delivering a script, then continue. If a child needs to regulate, say "I will come back when you have calmed down." Choose you moment to deliver the script. Children will see you are not serious about a script if you are not consistent.

Restorative Question Examples

Restorative Questions -To respond to challenging behaviour:

- What happened?
 - What were you thinking about at the time?
 - What have your thoughts been since?
 - Who has been affected by what you did?
 - In what way have they been affected?
 - What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions - To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 4

Taken from the 'Anti-Bullying Guidance for Lambeth Schools and Educational Settings' (2012, updated March 2015)

Types of Bullying

Although there are strategies and principles for addressing bullying that are common to all contexts there are some issues that warrant additional consideration.

Cyber-Bullying

Involves the use of information technology and communication devices. These include:

- Mobile phones (phone calls, texting, and sending pictures).
- E-mail.
- Internet chat rooms.
- Image distribution, including photos and video footage.
- Social Media
- You tube

The use of information technology can intensify the impact of bullying, for example where mobile phones have been used to film a bullying incident. The video may be posted online or distributed around the school by phone messaging or email. In such cases the victim has to contend not only with the initial pain and humiliation but also, potentially, the distress caused by other pupils knowing what has happened to them.

Because information technology can be used remotely, anonymously and away from direct contact with others, it can de-sensitise young people to the feelings of others and diminish the real-world consequences of their behaviour.

Lambeth schools can limit the extent of cyber-bullying on school premises by using their monitoring systems to detect inappropriate internet use, and then blocking pupils' access to sites and withdrawing passwords. Mobile-phones can be confiscated by schools if inappropriately used. Teachers have the right to search mobile-phones for inappropriate material.

Guidance on appropriate use of information technology should be discussed with pupils and parents. Schools and parents need to be aware of cyber-language which young people use (often phonetic spelling) which can conceal abusive language, and parents and carers given advice on appropriate ways to monitor and intervene with cyber-bullying incidents.

Guidelines for schools dealing with cyber-bullying include:

- ensuring that bullying via mobile phone or the internet is included in their anti-bullying policies and ensuring that the policies are regularly updated;
- planning opportunities in the curriculum to teach pupils about the risks of new communication technology, the consequences of its misuse, and how to use it safely;
- monitoring all online communications used on the school site or as part of school activities off-site;
- setting clear policies about the use of mobile phones at school and at other times when young people are under the school's authority;
- continually updating internet blocking technology and blocking harmful sites;

- ensuring that security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school;
- working with police and other partners to eradicate cyberbullying;
- having adequate Consequences in place for those who record and distribute violent or malicious footage;
- giving parents/carers advice on appropriate ways to monitor and intervene with cyberbullying incidents.

Prejudice Motivated Bullying

Definition of hate crime

The following are summaries of the definitions agreed by the Association of Chief Police Officers and the Crown Prosecution Service.

The hate crime strands recognised for the purposes of this guidance are:

- disability
- race
- religion and belief
- sexual orientation
- transgender

Hate Motivation

Hate crimes and incidents are taken to mean any crime or incident where the perpetrator's hostility or prejudice against an identifiable group of people is a factor in determining who is victimised.

Hate incident (race incident is used here as an example; for other types of incidents substitute 'religion', 'sexual orientation', 'disability' or 'transgender' for 'race' as appropriate) is 'Any non-crime incident which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race.'

Hate crime (religious hate crime is used here as an example; for other types of incidents substitute 'race', 'sexual orientation', 'disability' or 'transgender' for 'religion' as appropriate) is 'A criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person's religion or perceived religion.'

"Bullying within schools and in the wider community can be a consequence of stereotyping or making judgements about the identity of an individual or group of people. For example, preconceived ideas relating to race, gender, ethnicity, sexual orientation, disability, age and religion can lead to 'prejudice based bullying.'" (Anti-Bullying Alliance 2008)

The responsibility for proving that an incident is not based on prejudice rests with the person accused of the bullying rather than the victim. This can be very important when bullying is done covertly or when the victim does not perceive the prejudice as harmful.

Learning Ability/Disability and Special Educational Needs (SEN).

Schools should be alert to the vulnerability of pupils with learning differences and or physical /sensory / communication disabilities. Research (e.g. by National Autistic Society) shows that SEN pupils have higher rates of victimisation than other groups of pupils. Consideration should be

given to a pupil's individual special needs and circumstances regarding their vulnerability to bullying.

Examples may include:

- a pupil with speech and language difficulties who may not be able to communicate that they are being bullied or explain what has happened;
- a pupil with social communication difficulties who needs adult help to develop understanding and the skills necessary to 'read' social situations in which they are at greater risk of being bullied. This may be particularly important for children with Autistic Spectrum Conditions.

Schools should also be alert to the possibility that some students are bullied because of their academic ability. This form of bullying can deter pupils from achieving their full potential.

Homophobic, biphobic and transphobic bullying

Schools should be alert to the use of homophobic, biphobic and transphobic language towards and about pupils and staff who are, or who are perceived to be, lesbian, gay, bi-sexual, or trans-sexual (LGBT). Sometimes homophobic, biphobic and transphobic attitudes are conveyed in slang terms which adults may not recognise. Schools may need to adopt a range of approaches to address homophobic, biphobic and transphobic bullying. Such approaches may include:

- using opportunities across the curriculum to develop understanding and respect for diversity;
- using posters around the school to promote the school's code of conduct and respect for all;
- newsletters to parents to develop understanding of the school's aims and ethos;
- developing consistent and robust responses from staff when homophobic, biphobic and transphobic language / bullying occurs;
- ensuring there are well publicised ways in which pupils can seek confidential support from staff and ways in which pupils can safely report concerns;
- reinforcing an awareness that homophobia, biphobia and transphobia are serious forms of prejudice and will be dealt with in line with other forms of prejudice such as racism and sexism.

Faith (or belief) based bullying

Although the extent of faith-based bullying in schools is difficult to determine, anecdotal evidence suggests that pupils are being bullied on account of their faith and also for not belonging to a particular faith. Schools can address these issues through the curriculum and Religious Education in particular.

Racist bullying

Racist bullying can be defined as:

"..... any incident which is perceived to be racist by the victim or any other person." (Macpherson Report, February 1999), where 'racism' is held to be discrimination or prejudice against people of other races, based on the belief that a particular race is superior to another.

This definition covers bullying by pupils of any ethnic group towards any other ethnic group.

Schools are required to record all racist incidents that take place.

Included in the school curriculum should be opportunities to develop ways of examining diversity, the basis for racism, differences between stereotyping, lack of knowledge and malicious forms of racism. There should also be opportunities to explore more covert forms of racism, which may underlie how particular groups feel about themselves and other groups.

Sexual and Sexist Bullying

Sexual bullying impacts on both genders and is characterized by:

- abusive name calling;
- looks and comments about appearance, attractiveness, emerging puberty;
- inappropriate and uninvited touching;
- sexual innuendoes and propositions;
- pornographic material, graffiti with sexual content;
- in its most extreme form, sexual assault or rape.

There is anecdotal evidence of increased incidents where pupils have been bullied into providing "sexual favours" in exchange for protection in the context of the gang culture.

Schools should consider a range of approaches which might include:

- raising awareness of sexism, sexual bullying and gender violence;
- developing an effective process to deal with sexual bullying incidents;
- talking and teaching about prevention strategies with students;
- training teachers;
- involving and listening to parents;
- linking up with relevant community leaders, organisations and groups;
- surveying the school to find out more about the issue;
- encouraging the active participation of students to stop sexual bullying.

Appendix 5

Policy for the use of physical restraint, force and intervention:

Physical restraint, force and/or intervention may only be used as a **last resort** where:

- a) pupils place themselves or others at risk of physical injury
- b) significant damage to property or premises can be limited

All incidents will be logged on CPOMS and the Senior Leadership Team alerted. These are monitored by the Deputy Headteacher.

Minimising the need to use force

- Ongoing monitoring of effectiveness of behaviour strategies, in order to maintain a calm and ordered atmosphere.
- The use of the SCARF programme as a framework to teach children how to manage conflict and strong feelings.
- De-escalating incidents as they arise.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments and positive handling plans are drafted and implemented for individual children when required.

Staff authorised to use force

- All staff authorised by the Headteacher to have control or charge of children automatically have the statutory power to use force where necessary.
- In exceptional circumstances staff whose jobs do not normally involve supervising children, and volunteers working with children, will be authorised to be in charge of children and, therefore, have statutory power to use force.

Deciding whether to use force

Staff should only use force when:

- the potential consequences of not intervening are sufficiently serious to justify use of force;
- the chances of achieving the desired result by other means are low.

The use of force

The following process will apply:

- a clear oral warning will be given to the child that force may have to be used;
- any form of restraint that is likely to injure a child (particularly anything that could constrict breathing) should only be used in extreme emergencies and where there is no viable alternative;
- as far as possible, no member of staff should use force unless or until another responsible adult is present to support, observe and call for assistance;
- any event in which force is used must be followed by recording the incident on CPOMS, including the events that led to the event where force of necessary;
- parents will be informed by the Headteacher as soon as possible following the incident;
- if necessary, the Headteacher will work with staff concerned to report accurately to external agencies such as other Local Authority Children's Services, the local Children's

Safeguarding Board, the Health and Safety Executive, Youth Offending Teams and the police.

Compliance with the Law

- All staff and governors know that the use of physical intervention and restraint must comply with the law.
- When it is applied it must be: reasonable, proportionate, necessary and in the best interests of the child.
- It needs also to be kept in mind that the 'duty of care' that applies to all those working with children means that 'doing nothing' may be construed as 'negligence' in terms of this duty.

Searching children

From time to time, the Headteacher may feel that she needs to search a child in the interests of the safety, security or well-being of other children, staff and, possibly, of the child concerned.

- School staff can search a pupil for any item if the pupil agrees
- The Headteacher and staff authorised by her have a statutory power to search pupils and their possessions, without consent, where they have reasonable grounds for suspecting a pupil may have a prohibited item. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers.
- Whenever possible, searches only take place in the presence of the Headteacher or another senior member of staff. The member(s) of staff present should be of the same sex as the child; definitely so where anything other than outer garments are searched.

Allegations of Abuse Made Against Staff

Every effort will be made to ensure the matter is dealt with quickly, fairly, in a consistent manner. Investigations will be carried out in such a way as to maintain confidentiality and guard against unwanted publicity. The school has a duty to ensure effective protection for the child, and support for the member of staff concerned.

Suspension is not an automatic response to such allegations. This course of action is only exercised at the discretion of the governors or the local authority. Any subsequent disciplinary actions will be decided the governors, unless the charge is deemed to be a matter for the police.

Where it is found that a pupil has made a malicious accusation against a staff member, the Headteacher will consider which of the school Consequences at her disposal are the most appropriate to be applied.

Most allegations of abuse made against teachers and staff will be handled by the Headteacher using guidance provided by the DfE. Where there are serious allegations of abuse made against teachers and other staff, the Headteacher will contact the Local Authority Designated Officer (LADO) for further advice, in order that the appropriate evidence is gathered.

Appendix 6

Policy for Fixed-Term and Permanent Exclusions

Only the Headteacher has the power to exclude a child from school. She may exclude a child for one or more fixed periods, for up to 45 days in any one school year. She may also exclude a child permanently. Additionally, it is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a child, she must inform the parents immediately, or as soon as is reasonably possible before the exclusion, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal to the governing body against the decision. The school will inform the parents how to make any such appeal. Unless there is an appeal, the exclusion usually starts on the day after or within a few days of the parents being informed.

The Headteacher will inform the LA and the governing body about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has a Disciplinary Committee (ad hoc) which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling. The Governors Disciplinary Committee may fulfil other roles should further exclusions be given.

Reintegration Meeting

Whenever a child is excluded parents will, wherever possible, be informed by telephone. A letter will also be sent within 24 hours, confirming the reasons for the exclusion and any special arrangements. The letter will give the date and time of the Reintegration Meeting.

At this meeting a 'return to school' plan will be agreed with parents, the pupil and the staff concerned. The aim will always be to help the child improve his or her behaviour. The reintegration meeting will be held as soon as possible after the exclusion.

Where there are a number of fixed term exclusions for persistent disruptive behaviour, the school will put a Behaviour Action Plan (BAP) in place. It may also be appropriate to offer an Early Help referral to the parents.

The Headteacher will use DfE guidance to consider specific arrangements for Looked After Children Care, Special Educational Needs and Disabled Pupils.

Guidance and information obtained from the following:

Preventing and Tackling Bullying - DfE (June 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Use of Reasonable Force (Guidance for Schools) - DfE (July 2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Behaviour and Discipline in Schools - DfE (July 2013)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

No Place for Bullying - Ofsted report 2012

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf

Cyberbullying: Advice for headteachers and school staff – DfE (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069987/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Anti-Bullying Guidance for Lambeth Schools and Educational Settings – C&YPS 2012 (updated 2015)