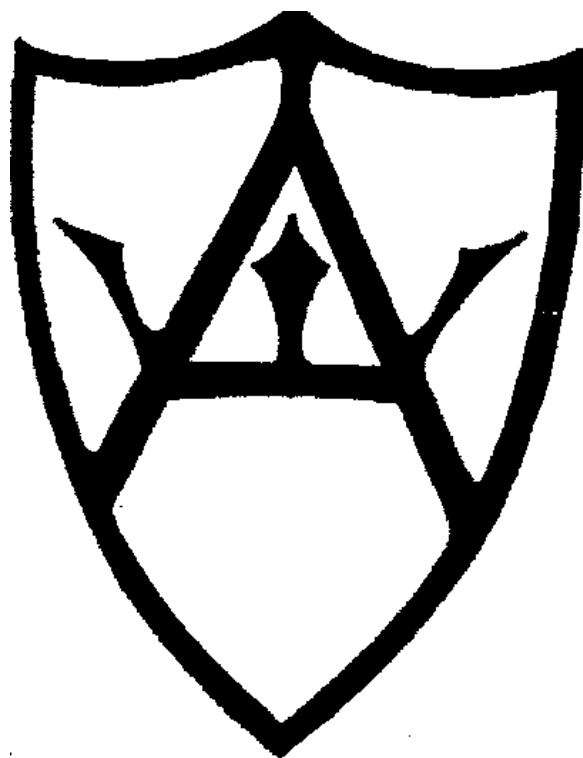


Alfriston School



Behaviour & Anti-Bullying Policy

Policy agreed: Sept 2018

Next review: Sept 2019

PRINCIPLES

- Every pupil, understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others
- Every member of staff and of the school community has the right to feel safe, valued and respected by 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
- This 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

Children learn best in a calm and positive environment, and we want all staff and children to feel secure and happy in a school which is fair, friendly, fulfilling and fun.

*Behaviour principles reviewed & approved by Governors on 26th Sept 2017
(next review Sept 2020)*

Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School - December 2017

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

AIMS

1. To encourage children to take responsibility for themselves and others and for moderating their own behaviour.
2. To operate a behaviour policy around the School and in the playground which encourages the development of responsible attitudes towards others and discourages attitudes or actions that may harm others in any way.
3. To encourage behaviour that supports equality of opportunities both in school and in the playground.
4. To create an open and supportive atmosphere in which children will:
 - a. Feel safe whether in school or playground
 - b. Feel able to talk freely about behaviour with staff and other children, expressing their opinions honestly and safely.
 - c. Not be afraid to 'tell' if an incident which worries them takes place.
5. To work with and inform parents as soon as misbehaviour presents itself.

We hope to achieve these aims in a number of ways:

1. Through the atmosphere and example which is created by all adults within the School, into which the children entering the School are to be gradually encouraged. This includes making new pupils aware of those types of behaviour which are acceptable in our school community, and those which are not. It may sometimes be necessary with some children to draw a distinction between behaviour which is acceptable outside and inside school;
2. By rewarding children for promoting these positive values, through a variety of means;
3. Through work within the curriculum in PSHE lessons (See PSHE policy);
4. Through a system of rules, rewards and sanctions relating to behaviour, in and around the School, which include the children's views and opinions;
5. By a firm and consistent approach throughout the School;
6. By involving parents or carers at an early stage (which includes the signing of the Home-School Agreement);

7. By being committed to inclusion and using reasonable adjustments when necessary to ensure no child is disadvantaged and so reaches their potential;
8. By the use of a multi-agency approach, accessing professional support when necessary;
9. Through sensitivity to possible links between behaviour and other experiences in a child's life;
10. By reviewing this policy regularly, taking into account the views of the children as well as those of parents or carers, staff and governors.

Social, Emotional, Mental & Health Needs (SEMH)

In the case of children identified as having SEMH needs, the school, acting in partnership with the parents of the child concerned will draw up an individual action plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

We are a 'Thrive' school. Thrive is an approach, developed in accordance with current findings in neuroscience, of understanding and working with children's social and emotional development. We use arts and play-based activities with children to support healthy neural development, promote a positive sense of self and build optimal learning capacity. We have Thrive embedded within our ethos and Thrive approaches across our whole setting.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

Two of our staff are trained as Thrive Licensed Practitioners which represents a minimum of ten days professional development, with regular CPD in order to deepen knowledge.

Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.

We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

This is also the backdrop to our positive behaviour policy.

Our school's 'Mental Health & Emotional Wellbeing Policy' explains this area in more detail.

Children on an individual behaviour plan or at risk of exclusion

Children must always be set behaviour expectations which they are able to fulfil. In severe cases, this may mean adapting the school's expectations while the child gradually improves their behaviour as there will be some children who require a more sensitive and differentiated approach. The emphasis should be on preventing unacceptable behaviour through specified provision.

However, it is imperative that children are protected from the consequences of another child's difficulty with behaviour. Their work should not be affected and they should feel safe.

There should always be consequences for unacceptable behaviour. However, being seen as being punitive is likely to have a negative effect on children with behaviour difficulties and this should be borne in mind while deciding suitable consequences. The aim should always be to enter into dialogue with the child so he/she understands why such behaviour is unacceptable and agreeing with the child how best to address it.

The child should have a behaviour plan which is known and followed by all staff.

Consequences of severe unacceptable behaviour may include:-
Removal from the playground to have separate break times
In-school exclusion
Fixed term external exclusion
Permanent exclusion

In this school, fixed term and permanent exclusion is used only when the child is beyond control or there is a risk to personal safety of adults or children or when there is a likelihood of damage to property.

Other forms of exclusion may be used when there is sufficient challenge to the authority of adults in the school. The headteacher assisted by the senior management team will make this decision.

The school follows the East Sussex County Council (ESCC) Exclusions Guidance September 2017, which is supplementary to, and followed in conjunction with, the DfE Guidance “Exclusion from Maintained Schools, Academies and Pupil Referral Units in England” – which came into effect in September 2012. All decisions about exclusion are made with reference to the DfE guidance which outlines statutory responsibilities.

All external exclusions will be notified to East Sussex County Council and the Chair of Governors.

Use of Reasonable Force

The Department for Education expects that the school behaviour policy includes the power to use reasonable force (DfE guidance ‘Use of Reasonable Force’ – July 2013). This school has a ‘Physical Intervention Policy’ which gives more details about the use of positive handling and reasonable force, and the circumstances in which force might be used.

PROCEDURES TO PROMOTE GOOD BEHAVIOUR AND TO PREVENT BULLYING & PREJUDICE-BASED INCIDENTS

Good behaviour and rewards

The most effective method of promoting good behaviour is by recognising it in the children at the School. This should be maintained, encouraged and promoted daily.

The children will be rewarded by:

- ✓ praise from any adult or child
- ✓ house points, with the leading team each week announced in Friday assembly
- ✓ receiving a ‘terrific text’
- ✓ certificates given on Friday in assembly
- ✓ cups and trophies
- ✓ feedback to other adults, especially parents or carers

- ✓ star of the week
- ✓ earning class reward or table reward towards a treat
- ✓ Headteacher award for exceptionally good behaviour

School rules and sanctions:

The School operates the principle of Golden Rules, which complements Circle Time activities and re-enforces our whole school vision of 'Fair, Friendly, Fulfilling & Fun!'

These Golden Rules form the basis for all behaviour in the classrooms, around the school and in the playground.

The Golden Rules:

Do be gentle; don't be unkind.

Do be kind and helpful to everyone; don't hurt people's feelings.

Do be honest; don't cover up the truth.

Do work hard and always try your best; don't waste time.

Do look after property; don't waste or damage things.

Do listen to people; don't interrupt.

These rules are simplified using the statement:

"Kind hands, Kind feet, Kind words, Kind everything!"

Children can earn individual house points for keeping these rules well. As a class, they can earn a class reward. All classes operate a marble/counter in a jar system which works towards a reward for the whole class. No child is excluded from whole class reward. For some classes it may be preferable to operate a table reward system in place of, or in addition to, a whole class reward.

Behaviour management within the classroom

1. Classroom behaviour and discipline is the responsibility of the class teacher, taking into account the age and maturity of the children within the class.

Each class derives its own class rules as part of PSHE work.

(The Learning and Teaching Policy contains further information on relationships and expectations within the classroom.)

The most effective classroom behaviour management works on the basis that every child likes to be noticed individually by the teacher. It is important not to "reward" children behaving badly by giving them lots of individual attention. Therefore the school feels that making every effort to individually positively praise those children behaving acceptably or well is the best behaviour management. Where children need to be reminded that their behaviour is unacceptable, it is best to use non-verbal means as far as possible.

The following explains the stages involved when sanctioning misbehaviour and when children do not follow the Golden Rules in class:

Stage 1: Name the child and say first warning

Stage 2: Name on the board

Stage 3: Cross next to name - 5 minutes of break lost

Stage 4: Another cross next to name - another 5 minutes of break lost

Stage 5: Sent out of class – also see Point 2 below and parents notified

Stage 6: Formal meeting with parents

- Depending on the seriousness of the misbehaviour, some of these steps may be skipped.
- Uncompleted work may need to be completed during break times.

This structure is adapted according to the age and needs of each class.

In Early Years and KS1, a more fluid 'Rainbow' approach is used, whereby all the children in these classes start on the 'Sun' at the beginning of each session. Depending on whether their behaviour in class is positive or negative, they go up towards the 'Rainbow' and 'Treasure Chest' or down to the 'Cloud' or 'Rain Cloud'.

2. If children are removed from the classroom due to repeated misbehaviour (such as: inappropriate noise, poor concentration, impertinence, poor working practice, disrespect for people or property) or serious misbehaviour they must be escorted by a member of staff (the class teacher may need assistance for this via the walkie-talkie) to another class or to the deputy headteacher, explaining why they need to be removed from the class and when they can return. They should take appropriate work if possible. If this happens, please inform the headteacher.

There may be individual children who need 'time out' of the classroom but this is detailed in their individual plan.

3. For severe breaches of discipline (such as: violence towards pupils or an adult, dangerous behaviour, extreme insolence, swearing or disrespect) the child should be sent to the headteacher. Children should be accompanied to the headteacher's office or sent with a note. If the headteacher is unavailable they should be sent to the deputy and will be seen by the headteacher as soon as possible.
4. If a child's behaviour is persistently poor or they are repeatedly losing the large part of their break each week then a behaviour monitoring chart will be set up for them, whereby each session of the day is graded and rewards/sanctions are given accordingly. Any rewards are earned for the whole class (for example, an extra break or 'free time' on the laptops) – in

this way, the individual child is rewarded for their good behaviour and the class is rewarded for encouraging and role modelling this. At this point the headteacher, Inclusion Manager and child's parent are informed so that the behaviour is closely monitored and there is support both at home and at school to help the child to improve their behaviour. Children should not be excluded either from school or from education activities unless a pastoral plan is in place or their conduct is beyond control or they endanger the safety of themselves or others.

Expectations around the school building

Children must not run in the building and will be taught to keep left and move around sensibly, particularly in their use of the steps. They are expected to hold doors open for adults and let them pass.

All members of staff must be responsible for children and their behaviour in and around the School, acknowledging acceptable behaviour and dealing with misbehaviour in whatever they feel is an appropriate way.

Expectations of behaviour in assembly

1. All children are to have an agreed assembly order, which promotes good behaviour and listening and reduces the likelihood of disrupting others.
2. Children are to leave the classroom, led by a member of staff, in silence, and enter the hall in silence.
3. On leaving assembly, children should remain calm and quiet until they enter the classroom/playground.
4. Any child not adhering to these rules should be warned once (using a red card as a visual aid). If the misbehaviour persists then the child stands up for up to two minutes during the assembly. If the misbehaviour still persists, then the child will lose 5 minutes of playtime.

Behaviour in the playground

Rules for the playground

1. *We play together and look after one another.*
2. *We tell a grown up straight away if we know something happening is wrong or if we feel frightened or sad – bullying of any kind will not be tolerated.*
3. *We have 'kind hands' and 'kind feet' and do not allow rough play.*
4. *We use 'kind words' - Rudeness, bad language and name-calling are not allowed.*
5. *We respect the grown-ups who look after us.*
6. *When the bell rings we are quiet and stand still.*
7. *We walk sensibly to our lines and quietly into school.*

Playground procedures

- a. Children must ask to enter the building or to go to the toilet. Any child leaving the playground to enter school for any reason must ask for a band to show this (apart from planned and announced 'toilet time'). This ensures that staff are aware of where children are. During morning break time, the member of staff on duty rings the bell to announce a year group at a time to go to the toilet. At lunchbreak, the member of staff on duty rings the bell at 12.50pm to announce a year group at a time to go to the toilet.
- b. At lunch break, with play equipment to be put tidily away, the member of staff on duty rings the bell at about 1.05 – 1.10pm (depending on the amount of equipment to be put away). The children should stop what they are doing, be silent and stand still (if they are on equipment then they will be told to get off it so that both feet are firmly on the ground). The children will be asked, year group at a time to calmly and sensibly carry over any equipment they have or any which is close to them over to the shed area, then they are to go straight to their class line, where their teacher will be. The Play Leaders in charge of the 'playground equipment and shed' will put the equipment away with a member of staff on duty supervising.
- c. When the bell rings for the end of a morning break, children should be silent and stand still (if they are on equipment then they will be told to get off it so that both feet are firmly on the ground). The class teacher will come out onto the playground and the children will be sent to sensibly and silently line up with their teacher. The children are expected to walk sensibly and silently with their teacher all the way into their classrooms.

The Gazebo is a quiet area with the following rules:

- No running in and around the gazebo
- No climbing on the benches
- No sitting in the window frames
- No leaning out of the window frames
- No graffiti

The activity trail or grass area is not to be used before or after school. No playground equipment is to be used before or after school to ensure the safety of the parents and other children.

There will be no playground equipment available at morning break time. At this time, children are expected to use imaginative play and create games together eg. Staff on duty and teachers in class will help children to suggest suitable games and encourage physical activity.

Children are not to go under the conifer trees along the fence unless an adult has given permission, for example to bring out any playground equipment that

has accidentally got caught under the trees. The yellow grit box is not to be climbed on or used as a slide. No trees are to be climbed on.

No-one must use our school playground after school hours or in the evenings, weekends or holidays. This is trespassing and if reported to the school, the police will be involved. The police are already watching the school in case this happens.

Rewards for the playground

- Individual acts of good behaviour, kindness, etc. can be rewarded with house points or stickers by any adult on duty.
- Children whose house team receives the most house points each will receive one extra playtime at the end of each term.

Sanctions for the playground

- Stage 1: warning for breaking a Golden Rule or a playground rule.
- Stage 2: In the playground, if poor behaviour persists, a child will spend 5 minutes on the red chair. Children must sit quietly and not be spoken to by other children during this time. The member of staff who asked the child to sit there will tell them when the time is up.
- Stage 3: if there is a further incident, the child will be sent in for 15 minutes to the head teacher's office, where they must sit silently. The headteacher, or the member of staff present, will supervise them for the duration and tell them when the time is up. Names will be recorded.
- Stage 4: for continued behavioural issues, a behaviour chart will be set up in consultation with the parents or carers of the child, with targets identified.
- Stage 5: if there is not satisfactory improvement in the child's behaviour, a meeting will be set up with the class teacher, parents or carers and the Inclusion Manager or the headteacher, and a Pastoral Support Programme will be set up in order to prevent the child from being excluded.

Serious incidents of physical violence or other serious events will go straight to Stage 3.

Any child heard swearing by a member of staff will go straight to Stage 3.

At stage 2, any child who does not sit quietly will be sent for 15 minutes to the headteacher's office.

Any child who is sent to the headteacher's office more than once in a week will have their parents or carers informed. A child who is continually aggressive, putting the safety of themselves or other children at risk will be

removed from the playground for a period of time, meaning that they will have their break separately at a different convenient time until staff are assured that they can join the other children. If the aggressive behaviour continues to happen then a behaviour plan or pastoral support plan will be drawn up to prevent exclusion.

When the bell rings for the end of break or lunch time, if anyone doesn't follow the rules of being still and silent and then walking sensibly to line up, their name is written in the 'playground book' (kept in the staffroom and taken out by a staff member on duty each playtime). Children whose names are in the 'playground book' must stand in their class line for the first 5 minutes at the next playtime.

Within the playground, adults on duty will ensure that equal opportunity issues are dealt with fairly as they arise. This will be done in consultation with the children. For example, children must, when playing, have regard to other people in the playground and their right to play their games. If there is a conflict of space it must be resolved with fairness to all sides and an equal sharing of available facilities.

In order to ensure that the playground policy is working effectively it will be the responsibility of the staff on duty at playtimes to liaise regularly with other members of staff so that any problems which arise can be addressed.

Peace Conferences (particularly relevant to play times but may be used for class squabbles)

A 'Peace Conference' encourages the child to move through the process of tackling behaviour they don't find acceptable to themselves. It needs adult support and it does take time. It is appropriate for incidents between children. The process of a 'Peace Conference' is as follows:

In the case of dispute, the complainer comes to an adult with a complaint about another child's behaviour. Depending on the level of anger, it may be appropriate to sit at a table. All children are encouraged to speak in a normal voice for volume and speed.

The other child is called over by the adult but the complainer must tell the child 1) What they are complaining about. 2) Why and how it upsets them.

The other child is not allowed to speak until they have finished. They then have the right to reply and the adult facilitates the conversation. As far as possible, the adult avoids making judgements.

If the children agree on what has happened, either the victim with the adult's help decides what should happen next ie. The child is given a few choices of consequences) or the children decide together.

In most cases, the children do not agree on what has happened. In which case, one or more of the following is appropriate:

- 1) The children can call witnesses for their viewpoint. Witnesses give their side of the story without interruption but the other child always has the right of reply.
- 2) The children can be told to sit together until they agree on what has happened.
- 3) If necessary, the children may be separated and witnesses interviewed separately.

If no agreement is reached and the situation is unclear (ie. The adult has not seen the incident or there is no consensus among the witnesses), the adult gives a decision which will calm things down – either attributing blames equally or none at all.

Policy for Bullying and Prejudice Based Incidents

The East Sussex Schools anti-social behaviour, bullying and hate incident recording and reporting defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and often involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

A prejudice based or hate incident is defined as:

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on Race, Religion/Belief, Sexual Orientation, Disability and learning difficulties and Gender or gender identity.

A hate crime is defined as:

Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate.

Any incidents of anti-social behaviour, bullying and hate incidents are reported to the headteacher and logged on a pupils behaviour record. Any hate crime should immediately be reported to the Police on 101 or 999 in an emergency. The school will take a pro- active approach to exploring these issues and prepare children with strategies for how to deal with them as they arise.

We, the staff and governors of the School, strongly disapprove of any form of bullying.

Any pupil, parent, teacher or other adult within the school who intervenes appropriately to prevent bullying will receive the school's full support.

Aims

To create an open and supportive atmosphere in which children will:

- a. Feel safe whether in school or playground;
- b. Feel able to talk freely about behaviour with staff and other children, expressing their opinions honestly and safely;
- c. Not be afraid to 'tell' if an incident which worries them takes place;
- d. Know that if they report bullying they will be listened to and taken seriously and that there will be no fear of reprisals from the bully.
- e. To encourage an environment where all children will not tolerate bullying, and will feel safe in intervening to prevent it, in expressing disapproval of bullies and in openly supporting victims.

We intend to achieve these aims through:

1. The atmosphere and example which is created by all adults within the school. This includes making new pupils aware of those types of behaviour which are acceptable in our school community, and those which are not. With some children we may sometimes need to draw a distinction between behaviour which is acceptable outside and inside school;
2. Work within the curriculum in PHSE lessons (see PHSE policy);
3. Involving the children as far as possible in setting rules for appropriate behaviour towards one another and in keeping those rules;
4. A clear system of rules, rewards and sanctions relating to behaviour, in and around the school;
5. Ensuring that this policy, and the procedures for dealing with problems if they arise, are efficient and effective.

There is a distinction to be made here between children, particularly small children, being bossy and boisterous and the kind of manipulative, aggressive, intimidating behaviour associated with bullying. It is the deliberate intention behind bullying which characterises it as such.

The staff, governors and children here consider bullying behaviour to include:

- name calling
- verbal abuse
- swearing
- teasing
- physical aggression

- victimisation
- intimidation
- exclusion from the group

It is important to deal with bullying for a number of reasons:

1. Parents and children have a right to expect a school atmosphere in which they can feel safe and secure;
2. Ignoring bullying or putting the responsibility on the victim gives the bully implicit permission to carry on, and victimises the victim even more;
3. Ignoring bullying further damages the victims' self-respect and increases their feelings of inadequacy;
4. There is evidence that bullies grow up into potentially violent adults and parents who perpetuate the cycle of bullying. Thus the School has a responsibility towards bullies as well as victims to try and help them to modify their behaviour.

There are times when children may be prone to bullying, such as when they are in the playground, when they are new to a school and at times when they are most vulnerable, eg. During a family crisis. However, we must always remember that bullying could involve **any** child at **any** time, not only as a *victim* but also as a *perpetrator*. Adults within school must always try to keep an open mind when dealing with potential bullying and avoid thinking in stereotypes.

Adults within school also need to be aware of their own attitude to children to ensure that they are not inadvertently modelling and thus reinforcing bullying behaviour. Examples of such adult behaviour might be the use of nicknames which some children may dislike or the use of unnecessary sarcasm as a means of discipline. Adults within school should set a good example of caring behaviour through their own actions.

Adults within school must be alert to behaviour in any child which may indicate that there is a problem. Such behaviour might include:

- i. a deterioration in school work
- ii. becoming withdrawn
- iii. becoming easily upset
- iv. unexplained absences
- v. unwillingness to go into the playground
- vi. feeling "ill"
- vii. desire to stay with adults.

If any adult in school senses that a child may be experiencing difficulties they should pursue the matter by reporting it to the class teacher. Class teachers should then make initial enquiries themselves to ascertain whether a problem seems to exist. Any further course of action will depend on the outcome of such initial enquiries and the extent and severity of any perceived problem.

When an incident of bullying occurs there must be a clearly defined procedure for dealing with it. This must provide support for the victim and action against the bully or bullies to demonstrate that such behaviour is unacceptable.

In the first instance, the children themselves can be encouraged, through PHSE activities, to take the initial steps in dealing with bullying that they may observe. They need to be encouraged to take responsibility for their own behaviour and for that of others. They may try to intervene to stop the bullying if they feel safe in doing so or they may inform an adult about what is happening. Classroom activities can help children develop strategies for dealing with bullying and learn how they can try to prevent it happening to themselves or someone else. For example, children can be taught that bullies need to be made aware of the disapproval of their peer group in order to demonstrate to them that their behaviour is unacceptable within school. Children must also be left in no doubt that “telling” about bullying is not “telling tales”. Children should be encouraged to use the worry box located in their classroom, if they do not want to speak to an adult directly.

Procedure to be followed if a child feels they or any other children are being bullied

1. If a child feels they or any other children are being bullied they should speak to an adult at school as soon as possible. The adult they are reporting it to will ensure the child is listened to and taken seriously. The child will be reassured that they are right to tell an adult; that, if they are the victim, it is in no way their own fault, and that we do not expect them to solve the problem for themselves – it is the school’s responsibility to sort it out. The details will then be passed on to the class teacher. If the issue cannot be resolved by the class teacher, the deputy headteacher or headteacher will become involved.
2. The class teacher (or deputy headteacher/headteacher) will interview all children involved. The bully will be told how the victim is feeling without necessarily discussing the details of the incident or allocating blame. The bully will then be encouraged to suggest a way in which the victim could be helped to feel happier.

Where a group of bullies is involved, the same procedure will be followed but, in this case, each member of the group will be encouraged to suggest a way in which the victim could be helped to feel happier.

The class teacher (or deputy headteacher/headteacher) will keep a record of all the discussions.

3. The bully (or bullies) will be expected to apologise to their victim(s).
4. The class teacher (or deputy headteacher/headteacher) will decide whether any record of what has taken place should be included in the children’s school record folders and, if so, how long it should remain there. They also decide on appropriate sanctions.

5. Parents of both victim and bully (or bullies) will be contacted and informed of the situation, what action has been taken, and what sanctions will operate if bullying happens again. Depending on the seriousness of the incident(s), the parents of both bully (or bullies) and victim(s) might be expected to visit the school to discuss the problem. Their help will be sought in devising ways to prevent any future incidents. At this point the Chair of Governors will be informed of the incident(s). The bully (or bullies) will be told in the presence of their parents that their behaviour is unacceptable and must stop. They will be told what sanctions will happen next if there is a recurrence. For relatively minor incidents, parents will not be contacted in the first instance.

It will be stressed to victims and perpetrators that any repercussions will lead to the agreed sanctions being immediately imposed.

6. Victims should be provided with a designated adult with whom they should have regular contact initially to discuss further concerns.
7. All bullying incidents must be recorded. Approximately one to two weeks later the adult should have a follow up session with bully and victim separately and see if there are any further problems.

In the case of lack of secure evidence

The complainant will be asked to keep a record of all incidents/ interactions and report them to the school. The complainant will be allocated a designated member of staff who will meet with them daily. All staff will be informed of the situation and expected to report any further incidents to the headteacher.

Searching and Confiscation

The Headteacher and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search and can seize any item, they consider harmful or detrimental to school discipline.

Searching with consent

School staff can search pupils with their consent for any item.

Searching without consent

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Dealing with electronic devices

Where the member of staff conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

Telling parents

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. We will inform the individual pupil's parents or carer where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

The school follows Department of Education advice for searching & confiscation - please [click here](#) for more details.