



Town Field Primary School BEHAVIOUR & Anti-bullying POLICY

Ratification Date:		Signed: <p style="text-align: right;">HELENA HONEYBONE (HEAD TEACHER)</p> <p style="text-align: right;">Jeremy Johnson (CHAIR OF GOVERNORS)</p>
Review date:		Signed: <p style="text-align: right;">HELENA HONEYBONE (HEAD TEACHER)</p> <p style="text-align: right;">Jeremy Johnson (CHAIR OF GOVERNORS)</p>

Safeguarding Statement

At Town Field Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Town Field Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

BEHAVIOUR POLICY

RATIONALE

It is the aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for each other. The school's behaviour policy is therefore designed to develop and support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences. Children are treated sensitively within an atmosphere of mutual respect and tolerance. All members of our community must always aim to be good role models. Throughout school life we are seeking to develop positive attitudes, raise the self-esteem of all children and establish school and education as being of value. It is hoped that this will be achieved through a range of class and school strategies that reward effort and achievement. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions in line with policy.

We treat all children fairly and apply this behaviour policy in a consistent way, taking into account the needs and maturity of the children. This policy aims to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

Core Values

Our behaviour policy is based on three core values which are known and understood by the whole school community. These are as follows:

Calm
Careful
Considerate

These are referred to as the 3 C's and form the foundation of our approach to positive behaviour management.

Aims of the policy

At Town Field Primary we:

- all have the right to learn and work in a safe environment and to be treated fairly
- will adopt an active whole-school approach to positive behaviour, based on 'Thrive' principles, that recognises individual needs and supports all children, encouraging high standards of behaviour in and out of school
- have rewards to celebrate making the right choices and our successes
- have sanctions to help us to take responsibility for our actions and support us to make the right choices in future
- have a Code of Conduct by which pupils & staff demonstrate that they are responsible members of our school community and understand our expectations

- use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours
- identify a clear system to deal with inappropriate behaviour and refer children, when necessary for additional support
- use data to improve the effectiveness of our positive relationships system and target resources efficiently
- share good practice and develop training when necessary to ensure consistency in approach and standards of expectation

This policy will support all staff in:

- Setting clear guidelines and expectations for behaviour in the classroom and around school
- Empowering staff with strategies to deal positively and effectively with instances of poor behaviour

It will enable pupils to:

- Clearly understand what is expected of them in terms of behaviour and how rewards and sanctions are implemented

DRAFT

Whole School Approach

The school actively promotes a variety of approaches which are both holistic and inclusive. A structured cohesive approach is essential for effective behaviour management but we also believe in individual approaches too. All teachers and support staff are clear about the high expectations of behaviour in school and how this translates effectively to high standards and a happy working environment for all. A founding principle of this approach is that all pupils have an equal and fair chance to succeed. A positive behaviour management ethos should be embedded in every classroom and around school. This is developed with all stakeholders in school and is well understood by all.

All children are encouraged to make the 'right choices' and to consider the consequences of their actions. This is reinforced by the 'Thrive' whole school approach and regular PSHCE lessons in class. Class, phase and whole school assemblies also address issues with regards to physical and mental health and well-being.

The Town Field 10 'Skills for Life and Learning' encourage positive attitudes towards learning and behaviour. Children have TF10 reward cards and are able to identify which of the skills they should be aiming to improve.

Key strategies:

- Positive praise and reward - as a form of acknowledging good behaviour and correcting unacceptable behaviour. Award Dojo points for children demonstrating the 3 C's (calm, careful, considerate) and for children who demonstrate effective use of the TF10
- Take a personal interest - the progress and welfare of every child is vital continuously seek to identify, address and support any persistent difficulties
- Whole staff responsibility - for promoting good behaviour and to act as positive role models. Always take unacceptable behaviour seriously
- Self-esteem - seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child
- Parents – we believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- Information sharing - ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach
- Promote respect - challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- Vulnerable children – ensure vulnerable children such as those with special educational needs, physical or mental health needs - receive sensitive and well-matched behavioural support
- Recording – serious behaviour incidents or persistent disruptive behaviour will be recorded using the schools electronic reporting system – CPOMS. These will be monitored by a member of SLT and followed up where appropriate with parents
- The school embraces the Roots of Empathy programme running across the lower key stages and this is positively reinforcing and helping to develop the school ethos
- The school has used the Thrive programme to help support and develop its systems to ensure all children can reach their potential

1. Classroom approaches

- **Class Charter - Rights and Responsibilities** – each class decides on specific expectations required for their class. A contract is drawn up with the class which the children sign to show a shared agreement. It is felt if children have input in creating this charter, they have ownership and are more likely to adhere to this contract.
- **Class assembly** – a weekly time to discuss moral issues. This may be in response to specific needs in the class, current global issues, or the PSHCE curriculum. Circle time can also be done during this time.
- **Pupil Voice** – Class teachers regularly seek opportunities to gather pupil opinions on different academic and emotional issues and use this to collaboratively plan next steps in learning and teaching. This can be done through class assembly or the Junior Leadership Team (JLT) representatives. There is also a Pupil Voice board in school too. The JLT regularly discuss procedures for managing the behaviour and safety of children in school and make suggestions for improvement. Pupils in every class create their own class charter at the beginning of each year. This is displayed as part of the school's commitment to its 'Investors in Pupils' award in each class room along with children's own personal targets.
- **Consistent Use of Praise** - e.g. through verbal praise, Dojo points, Head Teachers Awards
- **Thrive class screening** - to be completed three times yearly, to develop pupils' sense of responsibility for their actions, motivation and ownership of their behaviour.
- **Shared Responsibility for Creating a Considerate Working Environment** – teachers share responsibility for ensuring that classes work with a considerate noise level and positive working environment. Teachers ensure that their classrooms are well organised and that resources are accessible and clearly labelled. A variety of strategies for getting the children to stop and think in an area are established, for example raising a hand as a signal for children to stop and listen. Safe spaces are used in school where children can go and take a time out if needed.
- **Moving Around School / Areas** – Children must be supported and encouraged to consider others when moving around school. Staff must ensure that all children are expected to line up and walk around school quietly and in single file. Children who find transitions difficult must be supported by their key adult/team to enable them to settle to learn as quickly as possible. Movement around school must now adhere to social distancing guidelines.
 - **School teams** - Every child and adult in school is a member of a Town Field Team. These are linked to trees: Oak, Rowan, Willow and Birch. These are linked to an interactive scoring system (Class Dojo). Points are awarded by staff and pupil monitors for exemplary or improving behaviour in class and during break times. The points are collated on displays in class. Each week members of the winning team receive a reward and three individuals with the most dojos and one child who has improved their dojo score significantly are entered in to a raffle draw on Monday's assembly. A winning team is also calculated with a prize awarded at the end of each half term to the winning team. Special dojos appear from time to time to support initiatives in school. Praise postcards are sent home to all children who reach a dojo milestone eg 250 dojos. There is a reward dinner for

those reaching Platinum awards at the end of the school year. * Due to Covid 19, assemblies will be delivered virtually for the Autumn term 2020. Rewards will also be reviewed as appropriate.

- **Welcome to the week** – each class will begin the week in a different way in the 19/20 academic year. This will attempt to address the emotional and social well-being of all our children. Monday, Tuesday and Wednesday will have activities aimed at heightening children’s endorphin levels – thus impacting on their attitudes in class. Children will take part in class based Thrive activities, Music, Singing, PE and Forest Schools. It is hoped that this can be built on throughout the school year. * Due to Covid 19, Welcome to the week will be scaled down to a class level approach.

1.1 Rewards and sanctions

Rewards

Positive behaviour management is key to the school ethos. Ways in which children are rewarded for good behaviour and attitudes to learning include:

- Dojo points
- ‘Head Teacher Awards’
- Individual sticker reward charts/ class systems
- Table names and points
- Town Field Class Dojo raffle for KS1 and KS2
- Star of the day / week – awarded certificate in class / celebration assembly
- ‘Only our best will do’ tree – pupils receiving star of the week have photo and leaf with their achievement added to the tree
- Lunchtime bonus dojo rewards – awarded for good behaviour at dinner time.
- Dojo celebration postcards
- Dojo celebration end of year platinum dinner (* to be reviewed in light of Covid 19)
- Dojo termly treat
- We also believe teachers have the right to individuality and can create their own reward systems

Sanctions

Although as a school we emphasise a positive approach to managing behaviour, sanctions are an important part of the behaviour management system. At Town Field School, these include:

- Initial verbal warning
- Second verbal warning with offer of support for ‘time out’
- A class buddy system is in operation to support children, who may need a temporary “time out” from class.
- Missed playtime / lunchtime play – this could be partial or full
- Internal exclusion – to a designated area or classroom. In this instance the child will be given support from a member of the Thrive team to understand cause and consequence and support the child in re-integration back to class. This may be used to address persistent low level disruptive behaviour or a more serious incident where warnings may not have been given
- There is also a behaviour ladder, which supports all staff in decision making on behavioural incidents – see appendix

- Thrive is used intensively throughout school by trained practitioners to support those children who are more vulnerable
- In some situations, an individual child may have their own reporting/recording log

1.2 Strategies for supporting the pupil

We recognise that some children may need additional support to help them to manage their social, emotional and behavioural needs. This could be individual or small group work.

Staff should use their knowledge of individual children when determining the approach to take in any given situation. This could include use of individual reward / sanction systems, behaviour support plan, specific Thrive activities and targets, safe space, positive handling plan, risk assessment, behaviour threshold documentation. Support from external agencies may also be sought.

Concerns regarding a child's behaviour or learning will be discussed at pastoral care meetings and appropriate action agreed whether this is to put in specific behaviour support systems, involve parents or refer to external agencies. The school SEND team work closely with the Thrive and enrichment team to support and monitor children.

There will be certain situations where these systems may have been exhausted or behaviour has been that severe that further action is required.

COVID-19 Specific Behaviour Guidance

If a child is exhibiting behaviours which compromise health and safety with regard to COVID-19 then it should be judged immediately as a serious behaviour issue. Sanctions will be an automatic loss of break and lunchtimes to be supervised for a period of time. Children will be given support in understanding why their behaviour is dangerous.

Parents will be contacted in all instances and if the behaviour does not stop immediately they will be sent home.

Behaviours include but are not exclusively:

- Spitting anywhere
- Coughing deliberately at people
- Scratching
- Persistent hugging/grabbing hold of/ being inappropriately close to another child or adult

1.3 Fixed term and permanent exclusions

In the event of a serious incident, the Headteacher may take the decision to exclude a child for a fixed term. Only the Head teacher (or, in the absence of the Head teacher or teacher in charge, the Acting Head teacher or teacher in charge) can exclude a pupil. Other exclusion-related activities do not have to be undertaken by the head teacher personally, but may be delegated. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single year, or permanently.

In any case of a fixed term exclusion, the school will adhere to the statutory guidance produced by the DfE: <https://www.gov.uk/government/publications/school-exclusion>

A serious incident **could** include:

- Acts of aggression / violence against another pupil or adult
- Verbal abuse / aggression against another pupil or adult
- Serious damage to school property

- Persistent low level disruptive behaviour
- Being in possession of a weapon, or perceived weapon
- Use of a weapon or perceived weapon
- Sexual misconduct
- Theft
- Bullying
- Threatening behaviour
- Racist / homophobic abuse
- Drug / alcohol related
- Refusal to follow instructions given by an adult in the interests of safety and well-being

The above are examples and not exhaustive.

Exclusions

In considering whether to exclude a pupil the Headteacher judge the seriousness, or persistence, of the pupils' behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of the behaviour policy.

Where a child is refusing to admit to an offence, or there are different versions of events, the Headteacher will use a balance of probability to determine whether something is more likely than not to have occurred (as stated in DFE exclusions guidance – Jan 2015)

The Headteacher will notify parents immediately, preferably by telephone or face to face. This will be followed up in writing. Work will be set for the pupil for the period of exclusion and should be returned to school to be marked on the pupil's return.

Lunchtime exclusions

Lunchtime exclusions may be considered for a time limited period where a pupil's behaviour at lunchtime is causing serious concern.

We encourage parents to attend a re-integration meeting with their child on their return to school.

1.4 Supporting children who continue to have difficulties

There are many activities available for children at lunch and break time that are managed and organised by playground leaders and there are zones for various activities including: the garden, basketball and football. Break time and lunch time alternative provision may be made available to support individuals who find this unstructured time particularly difficult to manage. * Due to Covid 19 some of these activities may be revised.

Children who find transitions difficult will be brought into school separately according to their behaviour plan.

Whatever the chosen consequence, it should always be made explicit to pupils so that they have an understanding of why the chosen action has been taken.

For individual pupils, the following are some of the strategies and consequences that can be used to support them in modifying their behavior and making better choices:

- Verbal reminder of expectation and clarify unacceptable behaviour. This should include a reference to the behaviour you would like to see
- Key person approach
- Moved seat within the classroom so that they are nearer the teacher
- Loss of playtime/lunchtime to make up for lost learning time. This should be supervised by the class teacher wherever possible
- Withdrawal from a low level privilege e.g. football at lunchtime, monitor role
- Contact home by DHT/HT or a member of the Inclusion Team under their direction
- Withdrawal from a particular activity or higher level privilege e.g. football match, class treat.
- SEND and behaviour sanctions

2 Roles and responsibilities

Everyone in school has a responsibility to ensure the behaviour and safety of the adults, children and visitors is maintained. Within the team at Town Field there are a number of designated responsibilities. All staff, pupils and parents have a responsibility to ensure they support the schools Inclusive Behaviour Policy.

2.1 Pupils' Role

- To treat others as they would like to be treated.
- To keep themselves and others safe.
- To keep the class, school and playground rules – 3 C's (calm, careful, considerate)
- To stay calm and make the right choices when things are difficult.
- To use the support of adults in school in order to resolve things themselves.
- To make sure everyone is included

2.2 Teaching Staff Role

- To work together to create a warm, safe and caring environment with high expectations for behaviour and learning.
- To recognise that all behaviour is communication.
- To promote the use of Thrive strategies to support the most vulnerable pupils.
- To ensure that all children are supported and encouraged to make at least good progress and therefore achieve their potential.
- To manage minor to moderate level behaviour in their class.
- To share concerns relating to pastoral care/behavioural needs of children with SLT/Thrive team.
- To work collaboratively with SLT/ Thrive Team, Support Staff and parents to ensure a consistent approach.
- To implement the use of individual support plans.

2.3 Senior Leadership Team

- To facilitate appropriate training in behaviour support for all staff
- To involve all relevant stakeholders in upholding the policy
- To monitor behaviour and involve parents where necessary
- To monitor the behaviour policy implementation

- To support the Thrive team in being advocates for children with social, emotional and behavioural difficulties.
- To ensure support / training is provided for those working with children who have experienced loss and trauma.

2.4 Support Staff

- To help keep the children safe, happy, secure and developing healthily
- To promote positive behaviour for all pupils and support pupils in making the right choices.
- To promote and use Thrive practices.
- To co regulate children using the languages of Thrive - emotional literacy.
- To support individual pupils within their role as the key adult.

2.5 Thrive Team

A group of Thrive Practitioners working with a member of the SLT coordinates activities in the Thrive Centre and supports individual children in school throughout the school day, primarily in de-escalating potential behaviour issues. Their roles may include:

- To lead and support staff in being effective key adults providing 'time out' for adults when appropriate.
- To advocate for pupils with identified needs and promote the use of attachment aware strategies.
- To support staff in using and developing strategies to promote and encourage good behaviour.
- To liaise with parents/carers to discuss children's behaviour needs, drawing up behaviour support plans when necessary.
- To monitor and evaluate individual behaviour support plans.
- To facilitate timetabled Thrive / nurture group sessions for identified pupils with social, emotional and mental health needs.
- To facilitate Team Around the Child Meetings so that effective strategies and support is provided for pupils who have behaviour support plans.

2.6 Key Adult

- To implement individual behaviour plans
- To understand that all behaviour is a communication.
- To show empathy and attunement to the pupils they work with and support.
- To be an active presence and facilitate relational proximity.
- To support the class teacher in adapting the environment to meet the needs of the child.
- To identify triggers and co regulate pupils through the use of sensory breaks.
- To work with the class teacher to implement strategies to enable pupils to engage fully in their learning.

2.7 Governors

To oversee and approve the Behaviour Policy and to ensure that the Behaviour Policy is regularly reviewed and updated. The governing body and staff will review the policy every year. However, this can be done at any time if it is felt necessary to adopt new regulations or strategies to improve behaviour.

2.8 Parents

The school aims to work collaboratively with parents, so that children receive consistent messages about how to behave at home and school.

The school's behaviour policy and rules are summarised in the school's prospectus, and we expect parents to read and support these.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We expect to work closely with parents in order to support appropriate behaviour. If the school has to use reasonable sanctions with regards to a child's behaviour, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the office, who will refer it to the adult concerned with dealing with the child's behaviour. Concerns may also be raised with the head teacher by following the Concerns and Complaints procedures, if this is felt necessary.

3. Leadership

The Headteacher along with the SLT will aim to ensure that the policy is upheld and that all staff are accountable in terms of their understanding of it. The head teacher will set out measures which:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils
- Ensure records are kept
- Staff access CPD where appropriate

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour. These are recorded on CPOMS – which is an electrical system – which can be accessed quickly and efficiently by all staff in school and other agencies if required.

3.1 Staff development and support

The leadership team are responsible for providing up to date and current CPD to keep staff informed and knowledgeable about current events trends and regulations.

Mid Day Supervisors (MDSAs) hold half-termly meetings where behaviour and safety of children is a standing item on the agenda.

Teaching Assistants (TAs) have recently had restorative practice training, training for children with ASD and children with different needs. The Thrive approach has also been shared with support staff and further training and support will be conducted over the next academic year.

Teaching staff are regularly asked for their views on managing behaviour in school and systems are updated or changed accordingly.

12 members of staff have recently received *Team-Teach* training. We have 5 members of staff who are Thrive trained or in training

3.2 Record Keeping and tracking

All serious incidences of not following the break time rules at break and lunch times are recorded for children on CPOMS. These records are monitored and any patterns of behaviour reported to the head teacher or member of the SLT who takes action as above. The school also has a swearing log and step system – where incidents of vulgar language recorded. Continuous use of bad language is monitored with the head teacher and parents becoming involved at later steps. Thrive screen is also conducted three times yearly – once every term to ensure vulnerable children are monitored. This information is correlated and percentage scores are analysed to ensure children are progressing – or further intervention is needed.

4. Safety of children

Pupils at Town Field appreciate the importance of being safe while working or playing at school. Parents and carers understand the emphasis we place on being safe. Staff work with pupils so they are able to recognise unsafe situations and how to deal with them sensibly. A wide range of strategies are in place in school to reinforce children's understanding of staying safe which include:

- In EYFS, children are encouraged to risk assess their learning environments both indoor and outdoor. Children understand how to keep themselves safe whilst learning and playing.
- Children in school are encouraged to be independent and to be responsible for their own behaviour. This includes recognising and dealing with risk.
- Town Field 10 skills for life and learning is embedded throughout school. This includes 'keeping safe', 'managing feelings', 'reflect and correct' and 'problem solving'.
- 'Stay safe week' is prioritised each year. This provides an opportunity for children to focus on all types of safety awareness both in and out of school.
- Our creative curriculum holds safety as a high priority. Throughout the interactive learning projects children learn about road safety, water safety, fire safety, electrical safety and food handling / hygiene.
- E-safety is embedded throughout school. Parent's workshops are held annually and our website includes advice and guidance for parents and children.
- We work closely with the local authority e-safety team. Children have a good understanding of how to keep themselves safe online.
- Children know how to report unsafe situations to staff.
- School conducts many trips and residential experiences. All of these have an element of learning how to assess risk and keep safe. Children are aware that they represent the school

community on educational visits and must demonstrate outstanding behaviour at all times.
(*Due to Covid 19, no trips will take place in the Autumn term 2020)

- Behaviour and safety monitors effectively support during playtimes to remind children how to keep safe whilst moving around school and playing outdoors.
- Safe behaviour is rewarded with team points for our 'team' system in school. This has proved to be highly motivational in encouraging children to make sensible choices and keep themselves safe. Our teams are Rowan, Oak, Willow and Birch.
- 'Playground leaders' - where pupils manage structured games and activities at break times are well developed. This helps children to manage risk, teach their peers and keep children happy and safe.
- Regular pupil questionnaires indicate that they feel safe and happy at school and they also feel trusted and listened to.
- The pupils' voice ensures that safety remains a priority. The Junior Leadership Team consider safety when planning events.
- Our year 6 pupils take part in a project involving the emergency services where important life skills are learnt. Issues include bullying, theft, street crime, alcohol, drugs, reporting incidents etc. This is called 'Crucial Crew'.
- We encourage walking and cycling to school and offer cycling training courses.
- Local Police Community Officers work closely with the school and run courses for identified children and year groups.
- All stakeholders in school have recently been consulted about a new code of conduct for children to observe at playtimes and when walking around school. Children have designed the logo for: The 3Cs; Calm, Careful, Considerate
- We regularly monitor children and raise awareness to appropriate staff to ensure that should children show behaviours linked to sexual exploitation or that of extremist groups, that they are supported and identified immediately.

5. An Anti Bullying School

What is bullying?

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.

Bullying is repeated over time.

Bullying makes those being bullied feel powerless to defend themselves.

Why are we against bullying?

Because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone

Bullying of any kind is unacceptable at our school.

What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)

- Cyber (all areas of internet, email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

Cyberbullying

Cyber bullying is defined as bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. (stopbullying.gov)

It is essential that children, school staff and parents and carers understand how cyber bullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users supports innovation and safety. Cyber bullying will not be tolerated in school. All incidents of cyber bullying reported to the school will be recorded.

- All reported incidents or allegations of cyber bullying will be investigated:
- Children, staff and parents/carers will be advised to keep a record of the bullying as evidence.

Homophobic language

“Intervening when young people use homophobic language, including the use of the word gay to mean inferior, creates a school culture where homophobia and homophobic bullying are not tolerated.”
(Dealing with Homophobic Language – Stonewall)

In the same way that we challenge racist language, staff at Town Field Primary School must respond to homophobic language should an instance occur .

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm

- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

How the school responds to incidents of bullying

Guidelines:

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

Procedures:

- Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
- Identify the bully/bullies and any witnesses.
- Interview witnesses.
- Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
- If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Hold separate discussions with parents of bully and victim.
- Sanctions for the bully include:
 - Withdrawal from favoured activities, for example school visit.
 - Loss of break times for a period to be determined by the head teacher.
 - Banned from school during lunchtimes for a period to be determined by the head teacher.
 - Fixed period of exclusion from school.
- Provide a Pastoral Support Programme for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.

- Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

Prevention & strategies to reinforce anti-bullying policy

- Children are made aware of the strategies to deal with low level issues and what to do in different situations, including situations of cyber-bullying.
- Children participate in role play work in class as part of PSHE and SEAL
- Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricular themes, drama, story writing and literature
- Whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety frequently discussed and taught
- Use of Playground leaders
- Each year the school takes part in National Anti-Bullying Week in November and children take part in activities and assemblies related to this theme.
- Members of NSPCC Childline Team hold annual workshops about bullying and abuse with Year 5 and Year 6 children.
- Whole class circle times and Thrive initiatives to support learning and understanding.
- Roots of empathy.