

## Behaviour Policy

<b>Member of Staff Responsible</b>	Chief Executive Officer
<b>Relevant guidance/advice/legal reference</b>	Behaviour and discipline in schools', January 2016, available from <a href="http://www.gov.uk">www.gov.uk</a> ). Education and inspections Act 2006 Education Regulations 2014 Trustee with primary/secondary experience
<b>Approved by</b>	Trust Board
<b>Date of Policy</b>	October 2021
<b>Review Cycle</b>	3 years
<b>Date of Next Review</b>	October 2024
<b>Website</b>	Yes (published annually)

This policy is divided into two sections.

**Section 1** is common to all schools in The 3-18 Education Trust and reflects the overarching principles of behaviour and discipline in our schools. It covers the remit of behaviour management and is written based on the guidance and statutory requirements referenced in the table above. These are approved by the Board of Trustees.

**Section 2** refers to the detail of how the policy is implemented at insert name of school, specifically including sanctions and rewards (amongst other matters); this section is written by the school's Senior Leadership Team and conforms to the policy.

## SECTION 1

### Rationale

It is our aim that every member of the trust's community – students, staff, parents, governors, trustees, the wider community - feels valued and respected, and is treated fairly. Specifically this applies to the management of behaviour in every respect. We are a caring community, whose values are built on mutual trust and respect for all. We therefore expect **all** members of our community to set an example to others in order to establish, by way of routine and instinct, the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our young people complete their work to the best of their ability. Thereby through enabling excellent learning and good choices, we wish to prepare our students for life after school.

The Statement from the Department of Education has a number of key points which indicate the remit of teaching staff in discharging their responsibility for good behaviour in schools. These are on page 6 of that document (Behaviour and discipline in schools, January 2016, available from [www.gov.uk](http://www.gov.uk)).

**Our Behaviour Principles** - in our family of schools, through an ethos of kindness and support for each other, we expect:

- everyone in our community to uphold high expectations and standards of behaviour, and to recognise good choices, value the importance of self-discipline, celebrate diversity and promote a culture of success.
- our young people to take responsibility for their own actions.
- our young people to consider the impact of their behaviour on others, through an ethos that fosters self-regulation of behaviour and mutual respect between students and between staff and students.
- our young people and staff to set a good example, through their conduct both within the school and in the wider communities of our schools.

Our schools will remind all members of the community, both regularly and frequently of our **Behaviour Principles**, and will do this by highlighting the expectations and standards of behaviour.

### Impact on learning – the value of trust.

Excellent standards of behaviour lead to enjoyment of learning and celebration of the people, activity and purpose within our school communities. All our schools operate on trust, and implicitly we trust our students to make good choices. Frequently, the education of the difference between right and wrong is explicitly delivered and wherever possible it is appropriately recognised.

### Standards

Standards of behaviour will be assessed and monitored:

- through our students' engagement in the classroom and the manner by which they complete their work,
- in their order and conduct in the corridors,
- through the way they wear their uniform
- outside the classroom – at lunch-times, break times and at the margins of the day,
- whenever they represent the school beyond the school walls, for example: on school trips or sporting events
- on their journey to and from school (DfE guidance on behaviour states that school can reserve the right to challenge behaviour outside of school settings).

## Evaluation

We will judge the impact of our policies and expectations through using:- behaviour records, Attendance records, Staff/student/parent voice, lesson observations/learning walks, anecdotal observations.

## Anti-Bullying Statement

Our family of schools is defined by kindness and mutual support and we want all the people in our communities to understand the value of good choices in the way they support and help each other. Our schools and communities share this message both individually and collectively, on a regular basis. At the heart of our work on behaviour is a zero tolerance approach to any form of bullying and we take bullying seriously. All schools in the Trust believe that everyone has the right to feel welcome, safe and happy and are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'* The trust supports this definition, whether it is physical or emotional. However, if there is a incident, by definition for the first (and hopefully only) time of *'intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'* our schools will refer to this as **bullying behaviour**. The outcomes of this incident will be treated according to the judgement of the severity of said incident. i.e. even though the definition of bullying means the behaviour is 'repetitive' we will still treat single incidents seriously; this reference provides a significant opportunity for an individual to reflect carefully on their choices, in order to make better ones in the future. This will involve investigation and careful evaluation of the incident in order to arrive at an appropriate response and judgment of the next steps.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures (which are found in each school's web-site) and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Students, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

## Stakeholders

Although our Behaviour policy is primarily written for and about our young people (students and pupils), our schools have the highest expectations of its staff and governors (through their respective codes of conduct).

The role-model ethos, whilst an essential part of our development of students, must be reflected in all aspects of the work of staff and governors, as well as the manner by which parents/carers and the wider community engage with the school. The standards we set to each other are the standards which enable our values and expectations to be achieved; therefore, there will be consequences for any individual who fails to adhere to such standards.

## **Process**

We expect the student and staff voice in all schools to be an essential dimension of developing a behaviour policy. All iterations of the individual school's processes and procedures, including rewards for positive behaviour include a role for the student body to shape those ; staff voice must also be included in this respect.

Each school is expected to have its own behaviour management system which will include its own rewards, sanctions and other relevant procedures and areas of support. Any procedures will be consistently based on the rationale above.

## **Autonomy with common ground**

Each school has the autonomy to establish its own rewards and sanctions systems (which are stated in section 2) to reflect the various contextual influences on a school. Each school, has regard to the detail contained in Behaviour and discipline in schools (2016), to including:

- Screening and searching
- The use of reasonable force
- The power to discipline beyond the school gate
- Working with local agencies where required
- Support for staff accused of misconduct

Each school, through its procedures, will also recognise the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems. Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

Due to the guidance making explicit reference to the law, the procedures will cover the guidance by referring to:-

- Rewards
- Sanctions
- Confiscation
- The use of reasonable force (including the power to search
- Seclusion/isolation rooms

## **Outside school**

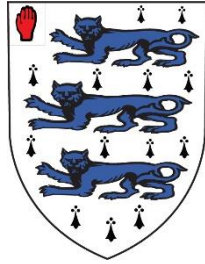
According to the Education and Inspections Act 2006, a school may impose a sanction:

if the student is not on site but where conduct falls below a standard that can be reasonably expected. The school will decide if it is 'reasonable' to impose a sanction in order to impact upon the student where misconduct prejudices the good order and welfare of the school, its staff and students and/or brings the school into disrepute.

if the student has failed to comply with a previous sanction imposed eg remain out of the the public eye during school hours when excluded.

If a student harasses another student, member of staff or member of the public.

This policy links with the [Exclusion policy](#).



# **The Thomas Adams School**

## **Policy Statement**

### **Behaviour for Learning and Praise Policy**

Updated June 2021

Reviewed by Governors – June 2022

Date of next review – June 2022

Review Cycle – Annually

# The Thomas Adams School

## Behaviour for Learning and Praise Policy

### 1. Introduction

The Thomas Adams School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children and staff, and children with their peers. We strive to support children in forming positive working and social relationships. We realise that understanding emotions is a key aspect of understanding and managing behaviour, and that we play an important role, in partnership with home, in helping children understand what is right and wrong.

We firmly believe that everyone can learn to self-manage / self-regulate their own emotions and behaviour. Therefore, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we want to equip our children with the ability to think for themselves and make good choices about behaviour, so that they can lead successful lives both in school and beyond.

### 2. Our Core Values

We have high expectations of our students; they are required to work hard, participate fully in school life and make good choices. This policy sets out how we ensure that all students will reach their full potential by regulating their behaviour in a safe, secure, calm and ordered environment.

At the heart of this policy are our core values:

**RESPECT** - For oneself, each other, the school environment and our wider community.

**RESILIENCE** - To keep working hard and believing in oneself even when faced with adversity.

**SUCCESS** - In whatever form this may take for each individual; achieving the best possible outcome from the school experience.

### 3. Community Expectations

Our school community is built on three important rights:

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised, praised and rewarded (where appropriate).
- All staff have the right to teach in an environment where pupils behave well.
- Both staff and pupils have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored.

We expect everyone in our community to uphold high expectations of behaviour and to recognise, celebrate and promote a culture of success.

- We expect students to take responsibility for their own actions
- We expect students to consider the impact of their behaviour on others and to set a good example, both within the school and out in the wider community
- We expect students to have a positive mindset and actively take part in all areas of school life

## 4. Policy Statement

This policy has been developed to provide guidance on how we promote a consistent and positive approach to securing good behaviour for learning in our school, recognising that praise is an integral part of this process. This policy is for all staff, students, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines on how our school uses praise, and supports and responds to behaviour.

It is also recognised that variation on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require an individualised graduated response. Approaches can be discussed with any member of our Senior Leadership Team.

## 5. Policy Aims

At Thomas Adams, we treat all children with unconditional respect and we have high expectations for learning and social behaviours. We pride ourselves on excellent relationships and the high level of support and care in place for our students. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without lowering our expectations. We aim to:

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual **respect** between members.
- Help our students develop a sense of worth, identity and **success**.
- Help all students become **resilient**, self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Develop in all children the ability to listen to others, cooperate and appreciate other ways of thinking and behaving.

Praise, rewards, privileges and positive role modelling support the development of self-discipline and the capacity to make positive choices.

## 6. Praise and Rewards

We understand that, in order to sustain a culture of good behaviour and maintain a positive ethos, pupils must be consistently praised and rewarded when they reach or exceed our expectations. In this way pupils are encouraged to behave well, benefitting both motivation and academic progress. Our school recognises and celebrates success in a variety of ways and continues to review the rewards system in consultation with pupils, staff and parents/carers. Praise could take any of the following forms:

- Verbal praise
- Written praise
- Allocation of House Points
- Text messages home
- Postcards Home
- Praise telephone calls home
- Public display of high quality work
- Head Teacher commendations
- Awards in Celebration Assemblies
- Awards in House Assemblies
- Awards at Celebration Evenings

Praise is recorded on SIMS as House Points, and Heads of Year regularly monitor this. Pupils who receive high numbers of House Points are rewarded at the end of each half term. These rewards vary and have previously included; confectionary items, early lunch passes and gift vouchers. We continually aim to provide rewards that are appropriate to our pupils.

On top of personal recognition, House Points are also credited to the overall whole school House totals. This encourages pupils to value House Points, and gives pupils a sense of belonging to the community of a House. At the end of the Autumn, Spring and Summer terms, House totals are announced. At the end of the academic year, a House Cup is awarded to the House that has achieved to greatest number of House Points.

It is important that all praise is justified and based on high expectations and standards. All pupils have equal opportunity to receive praise, regardless of ability level. It should be made clear to a pupil exactly what they have done well to deserve the praise, this will enable them to replicate the action in future. Praise should be awarded regularly for meeting or exceeding expectations.

Examples of opportunities for praise could include;

- High or improved standards of work – academic, practical, sporting, creative, musical etc.
- Significant progress (in relation to a pupil's starting point)
- Consistent effort and hard work
- Excellent attitude to learning
- Personal qualities that represent our school values of Respect, Resilience and Success
- Excellent or greatly improved attendance or punctuality
- Service to the school or the community
- Contribution to extra-curricular activities

We recognise that pupils thrive on praise. Praise rewards the deserving and can inspire those who may be struggling and those who may be disenchanted. Praise increases the motivation of pupils, developing their self-esteem and encouraging their aspirations and enjoyment of learning. Praise and rewards support and promote good behaviour.

## **7. Support Structures**

Structures exist within the school to support pupils whose behaviour is causing concern. Parents/carers are usually involved in the discussion process regarding these interventions. However, it is the Head of Year, a member of the Pastoral Team and/or a member of the Senior Leadership Team who refer into these areas of support. Our interventions are intended to develop the child's ability to self-manage and self-regulate, these include:

- SEND assessment to investigate if there are barriers to learning
- SEND interventions
- Restorative or mediation conversations
- Subject Report
- Whole School Report (weekly or daily)
- Referrals to outside agencies
- Educational Psychologist assessment
- External behavioural assessment
- Anger and Anxiety Management programmes
- Mentor system
- Time Out cards
- Access to safe areas within the school
- School Counsellor
- SEAL programme
- Webstar (Early Help)



- Behaviour Panel Meetings – Head of Year / SLT / Governors
- Inclusion Service from County – Pupil Planning Meetings and reviews
- Personalised Learning Plan
- Specialist Placement Panel Referral

School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, and support approaches will be used in conjunction with sanctions to reduce reoccurring behaviours.

## **8. Inappropriate Behaviour**

Inappropriate behaviour is characterised by the infringement of any of the three important rights outlined in Section 3 above.

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded
- All staff have the right to teach in an environment where pupils behave well
- Both staff and pupils have a right to feel safe and secure

Inappropriate behaviours that will never be tolerated include:

- Truancy from lessons or absconding from school site
- Possession or consumption of alcohol
- Physical violence towards peers or staff
- Verbally abusive or threatening behaviour towards peers or staff
- Persistent peer-on-peer abuse including verbal, physical and cyber
- Sexist, homophobic or racist behaviour
- Being in possession of or using smoking or vaping paraphernalia
- Rudeness or disrespectful behaviour to peers or staff
- Swearing
- Deliberate or repeated disruption to lessons
- Damage to or theft from the property of school or others
- Substance misuse, including the procurement, possession of or selling of prescription or banned substances
- Endangering the health and safety of peers or members of staff
- Deliberate flouting of school rules
- Setting off fire alarms
- Posting of harmful comments about peers, staff or the school on social networking sites
- Possession of an offensive implement or weapon

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to keep school rules and make apologies to anyone they have offended.

## **9. Dealing with Inappropriate Behaviour**

### **9.1 Poor Behaviour in Lessons**

Quality First Teaching is the first and most important way to sustainably improve and embed an ordered and well-behaved school environment. Classroom teachers must ensure that lessons are well prepared, engaging and offer the correct level of challenge so that the likelihood of poor behaviour is reduced. Classroom routines, especially for the start and end of lessons, transitions between activities, and seating plans, all need to be well thought out and enforced every day. Expectations need to be clear so there are no areas of confusion. Teachers need to be fair and consistent in their procedures.

It is the responsibility of the class teacher to manage the behaviour of the students in their classroom and class teachers should be proactive in their response to classroom management. Every teacher must consistently follow our sanction system to give certainty of response to incidents of poor behaviour.

### **9.2 Poor Behaviour Out of Lessons**

In order to sustain consistently good behaviour and attitudes around the school, all members of staff are responsible for managing poor behaviour out of lessons. Staff must challenge incidents which go against our community ethos. This encompasses all areas of the school outside of the classroom, including the corridors, the yard, the field and the journey to and from Noble Street. Students who misbehave around school or whilst representing the school will be subject to a range of consequences as set out in Section 10 below.

### **9.3 Regulating Student Conduct Off Site**

This policy applies to pupils on the school premises during school hours, on visits and trips, during any other event or occasion related to the school, and any occasion where the pupils are the responsibility of staff. The policy also applies when pupils are off site on study leave or work experience. When pupils are travelling to and from school they are also considered to be representing the school. Therefore, this policy applies and any poor behaviour, or behaviour which brings the school into disrepute, will be investigated and sanctioned accordingly.

### **9.4 Online student behaviour**

Inappropriate online behaviour or use of social media will be dealt with in school when it is brought to the attention of staff, especially if it results in issues which arise in school. Mobile devices will be checked for offensive materials and the relevant action will be taken. Where appropriate, the police will be informed and evidence will be forwarded on if requested.

### **9.5 Behaviour in Examinations**

Examinations play an important part in assessing the progress being made by pupils. All years will have school examinations during the year. Pupils will be advised of the timings of the examinations and issued with examination timetables. During examinations, pupils must:

- Arrive at the correct location at the published time wearing the correct school uniform
- Enter the examination room in silence
- Remain in silence throughout the examination and until all papers are collected in
- Wait to be dismissed by the invigilators in silence
- Bring the correct equipment to the examination
- Not take mobile telephones or smart devices of any kind, including watches, into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct in examinations are available from the Examinations Officer.

## 10. Consequences

Some extreme behaviours will have an automatic sanction, for example the possession of drugs or a weapon will result in permanent exclusion. However, there are no set sanctions for most behaviours as there are different degrees of severity, and all circumstances must be considered when deciding on the response to poor behaviour choice. There will be variations in response so that we can meet any specific social, emotional, learning or other needs which require a personalised approach. Some incidents will require investigation and careful consideration before a sanction is put in place. Our focus is on building relationships with the pupils so that we can guide them to make better choices in the future. We believe that any form of sanction must be accompanied with reflective work and a relevant conversation on how to self-regulate more effectively.

As a result of any inappropriate behaviour that goes against our community ethos and values, the following sanctions may be applied:

- The removal of break and/or lunch time privileges
- The withdrawal of a student from a lesson or from a peer group
- The withdrawal from participation in a school trip or event
- Community service
- Compensation to the school or an individual for damaged or stolen property
- The confiscation of property
- Detentions, including during and after school
- Internal exclusion
- Exclusions from school, either for a fixed term or permanently

### 10.1 Detentions

There are different types of detentions that can be given as sanctions for poor behaviour. These detentions usually take place at either break or lunchtime. These include;

- **Form Tutor Detentions**
- **Teacher Detentions**
- **Subject Detentions**
- **Whole School Detentions** set by the Head of Year or SLT
- **Social Time Isolation** set by the Head of Year or SLT

Students may be given break and lunch detentions, but they will always be given the opportunity to get food or go to the toilet. No pupil will miss out on the opportunity to have lunch. In certain instances, however, pupils may be given access to the canteen, but may not be allowed to eat with their peers.

Occasionally, it is necessary to set a pupil an **After School Detention**. Pupils required to attend such a detention will be informed at least 24 hours in advance and parents/carers will be notified. **It is the responsibility of the parent/carer to make relevant arrangements to ensure that their child is collected from an After School Detention. By signing the Home School Agreement, parents/carers have agreed to support us in this way.**

### 10.2 Internal Exclusion

Students may receive a full or part day of internal exclusion which is usually spent in the Learning Inclusion Room (LINC), but may be situated elsewhere on the school site.

Students placed in an internal exclusion must report to the Pastoral office and hand in their phone. They will spend the day/part day working in isolation with the opportunity to have rest breaks and purchase food and drink. However, they will not be allowed to socialise with other students. They

will be supervised at all times by a member of staff and relevant work will be provided throughout the day.

Students may be placed in the LINC room whilst any serious breach of school rules is investigated.

### **10.3 Fixed Term (External) Exclusion**

We follow the DfE guidelines on exclusions, and the decision to externally exclude can only be made by the Head Teacher or through delegation to a member of the Senior Leadership Team. When deciding to exclude a student, the Head Teacher will ensure that the matter has been investigated fully and that a record is kept of the actions taken by staff.

**The standard of proof to be applied is the balance of probabilities rather than beyond all reasonable doubt. Therefore, if it is more probable than not that the student did what he/she is alleged to have done, the Head Teacher may exclude the student.**

The governing body will be informed of the exclusion and the parents/carers will be informed of their right to appeal.

The length of a Fixed Term Exclusion will depend on the seriousness of the behaviour and the frequency.

Pupils will only be readmitted following a reintegration meeting which will include the child, usually their parents/carers, the Head of Year and/or a member of the Senior Leadership Team. The terms of readmission will be discussed and agreed, along with any ongoing support required for the pupil.

The pupil will also be required to complete and sign a 'Reintegration Contract' which sets out achievable targets that will reduce the likelihood of further external exclusions.

On very rare occasions, a pupil may be excluded for a period of **'five days pending permanent exclusion'**. This would occur where the school deems the behaviour of the pupil to be serious enough to consider permanent exclusion but needs time to investigate further and consider the severity of the latest incident more closely. If a pupil is allowed to re-join the school community, it will be under strict conditions. This will include daily monitoring by a member of the Senior Leadership Team and an understanding that any further significant breach of the school rules will probably result in the decision to permanently exclude the pupil.

### **10.4 Permanent Exclusion**

Permanent exclusion is the most serious sanction the school can issue and therefore, this only happens in very rare and extreme cases. It is not a decision that is taken lightly.

Permanent exclusions will only be considered when all other steps to encourage the pupil to obey school rules have been unsuccessful. It will also be considered when allowing the pupil to remain in the school would be seriously detrimental to the education, safety and welfare of others in the school. However, permanent exclusions may also be given for one-off incidents that are extremely serious. Types of behaviour that would result in a permanent exclusion could include the following, although this list is not exhaustive:

- Persistent disruptive or defiant behaviour
- Any form of persistent peer-on-peer abuse or abuse towards staff including verbal, physical, homophobic, racist or cyber abuse
- Serious acts of violence against another pupil or member of staff
- Sexual misconduct

- Possession, supply or misuse of an illegal drug
- Carrying of an offensive weapon
- Wilful damage or vandalism to property
- Inappropriate use of mobile phone or internet facilities

The Local Governing Body and the Local Authority will be informed of a decision to permanently exclude a pupil without delay.

## 11. Search and Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (*Section 94 of the Education and Inspections Act 2006.*)
2. **Power to search without consent** for "prohibited items" (*Section 550ZA (3) of the Education Act 1996*). These items include:
  - Knives and weapons (including replica items)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, matches, lighters and cigarette papers / vaping paraphernalia
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school.

Weapons, knives, drugs and extreme or child pornography will be handed over to the police. Other confiscated items may be disposed of or returned to a parent/carer.

Pupils should not bring aerosol deodorants, chewing gum, energy drinks, 'bangers', stink bombs or any other item that may cause alarm or offense into school. Such items will be confiscated, disposed of or returned to a parent/carer.

## 12. Use of Reasonable Force

Government guidance states that 'members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (*Section 38, Behaviour and Discipline in Schools – January 2016.*) Staff have a legal obligation to safeguard the welfare of the pupils in their care.

Head Teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for any of the items listed above in Section 11. However, in order to maintain positive relationships and a mutual respect with our pupils, we usually endeavour to gain the consent of a pupil prior to a search being conducted.

## 13. Roles and Responsibilities

**The Governing Body** has overall responsibility for monitoring the effectiveness of this policy, holding the Head Teacher to account for its implementation.

**The Head Teacher** is responsible for reviewing and approving this policy. The Head Teacher will ensure that the school environment encourages positive behaviour and the staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**The staff** (including teaching and support staff) are responsible for implementing this policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents for monitoring purposes. Staff have a responsibility for creating a high quality, inclusive learning environment, teaching positive behaviour for learning. The Senior Leadership Team will support staff in responding to behaviour incidents.

**Parents and Carers** are expected to sign the **Home School Agreement** and work in partnership with the school. They are responsible for supporting their child in adhering to the pupil code of conduct. They must also inform the school of any changes in circumstances that may affect their child's behaviour and they must discuss any behavioural concerns with the class teacher, Form Tutor or Head of Year promptly.

**The pupils** are responsible for adhering to the pupil code of conduct and for behaving in an orderly and self-controlled way. They must take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils are also responsible for reporting any behaviour which goes against our community ethos and values.

## 14. Complaints Procedure

### **14.1 Students**

If a student has a complaint about the way he/she has been sanctioned or treated, then he/she must firstly discuss the matter with their Form Tutor. If the matter remains unresolved or concerns the Form Tutor, then it should be referred to the Head of Year. It is envisaged that the majority of pupil concerns can be dealt with at this level. However, if the issue remains unresolved, then a member of the Senior Leadership Team will review the matter.

### **14.2 Parents and Staff**

The Trust have a published Complaints Policy which can be viewed via the school Website.

## 15. Guidance and Policy Links

Procedures detailed in this policy have been developed through consultation between the Senior Leadership Team, teaching and support staff, Governors, parents and pupils.

Our Behaviour for Learning Policy follows DfE guidance, which clearly sets out the roles and responsibilities for governing bodies, Head Teachers and teachers (*'Behaviour and Discipline in Schools', January 2016*). It recognises the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, it is also integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty

under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

This policy should also be read in conjunction with the following school policies:

- Anti-Bullying
- Exclusions
- Home School Agreement
- SEND
- Complaints
- Uniform
- Mobile Phone / Electronic devices
- Child Protection and Safeguarding

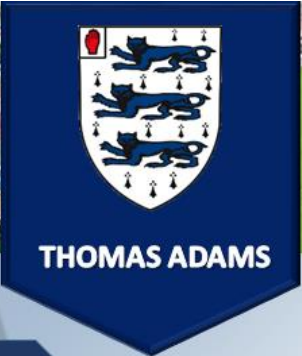

# Appendices

## 1. Restorative approach:

Restorative approaches are a range of practices that help pupils develop the skills and attitudes required to build, maintain and repair community relationships. Restorative approaches are not a 'soft option' as pupils are obliged to be accountable and responsible for their actions. Pupils are also required to learn from their behaviours and to change.

These practices help to support pupils in forming positive working and social relationships. Understanding emotions is a key aspect of understanding and managing behaviour and, by reflecting on this following an incident, it helps to develop a pupil's ability to think for themselves in the future and make better choices about behaviour.

## 2. Code of Conduct



**THOMAS ADAMS**

### CODE OF CONDUCT

#### RESPECT

We are all equal in our community	Be kind and polite to each other	Be kind to your environment	Have pride in your presentation
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#### RESILIENCE

Always try your hardest	Believe in yourself	Attendance and punctuality counts	Communicate to get support
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#### SUCCESS

Celebrate achievements	Be proud of yourself, each other and school	Take every opportunity	Manage your learning in and out of school
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The Thomas Adams  
School

If you feel that a student isn't following the code of conduct you can help by:

- Talking to the student and encouraging them to change their behaviour
- Talking to a trusted adult either at school or home
- Reporting the student and share your concerns



### **3. Specific school rules communicated to pupils**

#### **Uniform and appearance:**

Uniform must be worn at all times, including on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Students wearing inappropriate clothing will be referred to their Head of Year and may be isolated at lunch times or during the day. Medical reasons for not wearing the correct uniform must be supported by a letter from a doctor.

#### **Mobile Telephones and Other Electronic Devices:**

The school acknowledges that many parents/carers wish their child to have a mobile telephone in their possession for reasons of personal safety. Therefore, pupils are allowed to bring mobile telephones into school, but they must be switched off and out of sight at all times. If a mobile telephone is seen or heard during the school day without specific permission of a member of staff, it will be confiscated and a further sanction may apply.

If a parent/carer needs to contact their child during the school day, they should contact reception and a message will be relayed to their child.

If pupils have mobile telephones, iPods, airPods, headphones or other electronic devices out during the school day, they will be confiscated. These will then be returned to the pupil at the end of the day for the first offence. For every subsequent confiscation, parents/carers will be informed and will need to collect the item from school.

#### **Inappropriate Language:**

Any student heard swearing will be reprimanded by the member of staff at the time. Verbal abuse towards other people will not be tolerated and will result in a sanction.

#### **Damage to Property:**

Reckless or deliberate damage to property will be sanctioned. Staff will assess if the damage is accidental or deliberate. Pupils will be charged for any costs incurred for replacement or repair of damaged items.

#### **Out of Bounds:**

Pupils are expected to remain in designated areas at break and lunch times, and before and after school. Clear guidance about exact restricted areas is continually communicated to pupils.

- Until the bell sounds in the morning at 8:40am, pupils must not enter the building.
- The field is not used during the winter months or when it is wet, pupils must stay on the yard at these times.
- The front of school, the staff car park and bus lane are out of bounds during the school day.
- The field, from the end of the courts all the way to the path to the Music block, is out of bounds at all times.
- The Sixth Form area is out of bounds to lower school pupils, unless they have a timetabled lesson there.
- Classrooms at break and lunch times are not for use, unless supervised by a member of staff.
- All roof spaces, windows and fire escapes are not to be accessed by pupil other than for intended use.

#### **Misuse of Computer Equipment:**

Misuse of computer equipment, such as hacking or improper use of the internet, can result in the loss of privileges and will be dealt with according to the severity of the incident.

### **Offensive Conduct to Other Students:**

This includes peer-on-peer abuse (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school anti-bullying policy. Systematic bullying over a prolonged period of time may result in permanent exclusion.

If a pupil is harassed physically or verbally within the school, or on social media, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

### **Offensive Conduct to a Member of Staff:**

Abusive language, rudeness and defiance towards a member of staff will not be tolerated. Pupils defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. This also includes; threatening conduct, aggressive or damaging conduct, and repeated misconduct.

Violent conduct towards staff, harassment of a member of staff, their property or family, including beyond the boundary of the school day or term, would be a very serious offence and may result in permanent exclusion from school.

### **Deliberate Classroom Disruptions:**

Classroom disruption is unacceptable as it disrupts the learning of others. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists.

### **Theft:**

All cases of theft, including taking property without permission, will be investigated by a senior member of staff. Sanctions will be relative, but the school may look to permanently exclude for theft. The police may be informed.

### **Alcohol and Drug Related Offenses:**

Any incident suspected to be related to alcohol, drugs or substance abuse will be dealt with very seriously. When a substance is not illegal, but thought to be a danger to the individual or others, confiscation will be followed by a sanction.

In cases where illegal substances are involved, the Police may be informed. Consuming an illegal or prescribed substance (when the substance has not been prescribed for the individual) while under school jurisdiction, or supplying / purchasing such a substance, or being under the influence of such a substance, are all serious offences.

Any involvement in supply of illegal or prescribed substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to supply a substance off the school premises, or the intent to supply, are all also illegal.

### **Smoking and Vaping:**

Smoking and vaping are not allowed on the school site or in school uniform off site. Pupils who are caught smoking or vaping, or are found in possession of related paraphernalia, will face serious sanctions.

### **Possession of an Offensive Weapon:**

An offensive weapon is anything used as a weapon or to intimidate others. Items within this category includes knives and blades of any length, catapults, any items capable of firing a projectile, fireworks, laser lights, any noxious substances that are inappropriate within the confines of a school and any replica items. Weapons will be confiscated and parents will be informed. Items may be given to the Police, disposed of safely or returned to parents/carers. Sanctions will be given and their severity will depend on the level of offence and the intention to harm others. Bringing knives or blades of any kind into school is likely to lead to permanent exclusion.

### **Possession of Other Offensive Items:**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggregated cases where the conduct is repeated.

### **Obstruction of Justice:**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Pupils who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account when determining the severity of any sanction imposed.

### **Improper Conduct:**

Sexual activity between pupils is not appropriate in a school environment. Where such activity involves coercion, harassment, assault or duress, it will be treated as an issue of utmost seriousness. This may involve police action and could result in permanent exclusion. However, sanctions will also be issued, even if the contact between pupils is consensual, when the behaviour goes beyond what would be considered normal affectionate behaviour for that age.

## **4. Protocol for involving / informing the police of behavioural events in school**

The police will be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school, the police will be informed if it is a significant and serious criminal event.

For less significant criminal events, the school will use its discretion as to whether or not to inform the police.

Parents/Carers must be aware that, if they wish the police to take action following an incident, then school will be restricted in the action that it can take. School may not be able to put any sanctions in place for the offence as this would be considered a double punishment.

Criminal events are defined as:

- Carrying an offensive weapon
- Theft
- Criminal damage (including graffiti and vandalism)
- Drugs (possession and supply)
- Assault (peers / adults)
- Sexual abuse / harassment
- Serious misuse of technology



# **The Thomas Adams School & Sixth Form**

## **Anti-Bullying Policy (including cyberbullying)**

Updated Sept 2021

Reviewed by Governors



Date of next review: Sept 2022

Review Cycle: Annually

## **Statement of Intent.**

In order for all students to learn our values of Respect, Resilience and Success whilst reaching their full potential, the Thomas Adams School is committed to providing a caring, friendly and safe environment.

Therefore, bullying of any kind is unacceptable at Thomas Adams. If bullying does occur, all students should feel able to tell staff and should be confident that incidents will be dealt with promptly and effectively. All staff have a responsibility to take any suspicion or disclosure of bullying seriously, no matter what the details or provenance, and should respond immediately. Everyone has the right to be treated with respect and people who bully need to learn different ways of behaving.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. It also takes into consideration Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

## **Objectives of this Policy.**

- All governors, teaching and non-teaching staff should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what our policy on bullying is and should follow it when bullying is reported.
- All students and their parents/carers should know what the policy is on bullying and what they should do if bullying arises.
- All students and their parents/carers should be assured that we take bullying seriously and that they will be supported when bullying is reported.
- All students here feel able to tell a member of staff when they have experienced or seen bullying, knowing that the actions taken will not only be prompt but sensitive to their concerns.
- All outside agencies, such as the police, social services and health professionals are consulted and their help enlisted where and when appropriate.

## **What is Bullying?**

Bullying can be defined as "*behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017) Bullying is not a 'one-off' incident, it is **persistent over time** and can take many forms:

- **Emotional:** Being unfriendly, excluding from peer groups, and tormenting i.e. hiding possessions.
- **Physical:** Pushing, kicking, hitting, other kinds of violence.
- **Racist:** Racial; taunts, graffiti, gestures, name calling.
- **Sexual:** Sexual harassment (unwanted physical contact), sexual abuse/demeaning comments.
- **Homophobic:** Because of or focussing on the issue of sexuality.
- **Verbal:** Name calling, sarcasm, spreading rumours, teasing, threatening, intimidating.
- **Non-Verbal:** Staring someone out, laughing at someone as a group.
- **Cyber:** All inappropriate use of the internet or other forms of communication technology i.e. phones to send threatening messages, spread rumours, name call etc.

## **What are the symptoms of Bullying?**

Staff and parents should be aware of the following behaviours as they may signify when a child is possibly the victim of a bully. Symptoms may be:

- Frightened to walk to and from school.
- Does not want to use school transport.
- Begs to be driven to school.
- Changes the usual route to school.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Frequently complaining of being unwell both at home and at school.
- Becomes isolated and withdrawn.
- Begins to do poorly in school work.
- Has clothing and belongings that get damaged or go missing.
- Has physical bruising or other evidence of assault.
- Has dinner and other monies that are frequently 'lost'.
- Refuses to attend particular lessons.
- Hangs round a particular teacher or stays in the classroom at breaks and after school.
- Becomes aggressive or unreasonable.
- Stops eating.
- Runs away or threatens self-harm.
- Gives improbable excuses for any of the above.

These signs and behaviours could have other causes, but bullying should be considered a possibility and should be investigated.

## **Dealing with Bullying:**

### **1. Prevention and Education.**

The Thomas Adams School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

The following strategies are in place to ensure that the correct ethos towards bullying is established and that students are prepared and can act confidently should bullying occur.

Our School Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Ensures all staff are aware of how to deal with bullying or suspicions of bullying. Specific training forms part of new staff induction.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Supports students to speak out about bullying that they have either witnessed or been subjected to.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Includes a PSHE programme with opportunities for students to discuss bullying and the bully, exploring feelings and attitudes.
- Asks teachers to be aware of potential difficulties between students and take them into consideration when creating seating plans and in general classroom management.
- Asks staff on duty and lunchtime supervisors regularly to patrol areas of the site where bullying might go on undetected.
- Provides 'quiet' areas at breaks and lunchtimes, so that nervous or vulnerable students can go somewhere they feel safe.
- Has an induction programme for students, supports vulnerable students and helps them to settle in.

## **2. What Parents Should Do.**

All parents should be made aware of the school's policy when their child joins the school and be reminded at appropriate times. In addition, parents should be reminded through school communications that if they think their child is being bullied they should:

- Reassure the child. It is not their fault and the matter will be dealt with sensitively. The child has done the correct thing in reporting the issue.
- Contact the child's Head of Year or the Pastoral Team.

## **3. What Students Should Do.**

Students should be regularly reminded that the school will not tolerate bullying and that if it occurs they should:

- Tell someone immediately, at home or at school, even if they are not personally being bullied but have seen it with others.
- Use 'safe' areas in the school during break and lunch times until the matter comes to the attention of an adult.

## **4 What School Staff Should Do.**

- If a student discloses bullying to a member of staff, they should deal with the matter immediately. The child may have worried over their problem for some time and will want it to be dealt with quickly.

- Staff should take all disclosures seriously, even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that children have a very different perception of what may or may not be serious. All disclosures should be recorded and passed on to the Head of Year or Pastoral Team.
- Staff should be aware that insensitive handling of a bullying incident might result in more, not less, difficulty for the victim. If staff are unsure how to proceed they should always take advice.

The following steps may then be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- An appropriate member of staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, although specific sanctions of perpetrators will not be discussed with the victim or their parents/carers.
- Sanctions, as identified within the school behaviour policy, and support will be implemented.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will take reasonable steps to investigate the concern. If required, staff will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school on SIMS, in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Hate Related Incident Reports will be completed and sent to the Local Authority where appropriate.

### **Supporting pupils**

Pupils who have been bullied will be supported in a range of ways, including:

- Reassuring the pupil and providing pastoral support.
- Offering an immediate opportunity to discuss the experience with a member of staff they feel comfortable with.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling or mentoring; engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the



Children and Young People's Mental Health Service.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school's Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions and external exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (Bee-U).

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence, and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's Behaviour Policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## **Cyberbullying**

At Thomas Adams School, cyberbullying will be treated as seriously as any other form of bullying and will be dealt with accordingly.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the search and confiscation section of the school's Behaviour Policy; requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies; advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

### **a) Pupils**

- Pupils are encouraged to keep their passwords secret and protect access to their accounts.
- Pupils should access sites agreed with their teacher and which they require for their studies.
- Pupils are forbidden to ask members of staff to be their "friends" on social networking sites.
- Any bullying of fellow pupils or staff members online is a serious matter and the school will do its best to guide and support victims of cyber bullying, whilst also punishing offenders where necessary. Parents will always be informed.

### **b) Staff**

- Staff should never retaliate or personally engage with, cyber bullying incidents. They should report incidents appropriately and seek support.
- Staff should keep any records of the abuse – text, emails, voice mail, web site or instant message. Do not delete texts or emails. Take screen prints of messages or web pages, and be careful to record the time, date and address of the site.
- Staff should inform the appropriate person (for example, Head of Year) or a member of Senior Leadership Team at the earliest opportunity.
- Where the perpetrator is known to be a current pupil or co-worker, the majority of cases will be dealt with most effectively by the school's own mediation and disciplinary procedures.

- Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individual's phone or hacking into their IM or school email account to send harmful messages.
- If a potential criminal offence has been committed and the school is not able to identify the perpetrator, the police may issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message.
- Monitoring and confiscation must be appropriate and proportionate. Parents, employees and learners should be made aware in advance of any monitoring (for example, of email or internet use) or the circumstances under which confiscation might take place.
- A member of the Senior Leadership Team should contact the police where it appears that a law has been broken – for example, where death threats, assault, or other racially motivated criminal offences are involved. Where a potential criminal offence has been identified, the school should ensure that any internal investigation does not interfere with police enquiries. School staff are of course able to report incidents directly to the police.
- Any cyber bullying incidents where pupils have made unfounded, malicious claims against staff members will be taken seriously and investigated thoroughly.

### **Cyberbullying Advice for Parents**

Many young people say that they would not report cyber bullying because most adults do not know that they have a cyber-life - and if they report, then the technology will be taken away from them.

They are also likely to take the position that their online activities are their business. But parents have a moral, as well as a legal, responsibility to ensure that their children engage in safe and responsible behaviour – including online behaviour.

#### **So what can parents do?**

- **Get involved and be aware**
  - Learn everything you can about information and communication technologies and how your child is using them. Talk to them about the places they go online and the activities that they are involved in.
  - Encourage your child to come to you if anybody says or does something that makes them feel uncomfortable or threatened. Stay calm and keep the lines of communication and trust open. If you "freak out" they will not turn to you for help when they need it.
- **Take action if your son or daughter is being bullied online**
  - Watch out for signs that your child is being bullied online – a reluctance to use the computer or go to school may be an indication.
  - If the bullying is coming from a pupil at the same school, meet with school representatives and ask for help in resolving the situation.
  - Report any incident of online harassment and physical threats to your local police and your Internet Service Provider (ISP).
  - If your child is bullied through a mobile phone, report the problem to your phone service provider. If it is a persistent problem, you can change the phone number.

- **Encourage your child to develop their own moral code so they will choose to behave ethically with the technologies**
  - Talk to them about responsible use. Teach them to never post or say anything that they would not want the whole world - including you - to see or read.
  - Work with them to create a contract or agreement with clear rules about ethical behaviour.

### **10 tips to help parents prevent cyber bullying**

1. **Talk to the school.** If the cyber bullying in question is coming from a classmate, contact school officials immediately so that the anti-bullying policy can be followed.
2. **Tell your child not to open or read emails that they suspect are from cyber bullies.** In the case of the Internet and Cyber bullying, what you can't read won't hurt you. Teach them to move suspicious emails into the 'Trash' folder.
3. **Take advantage of the technology.** Bullies who use chat rooms as a means for spreading hate can easily be blocked using most chat programmes. Sit down and take the time to show your children how they can filter out people from their conversations.
4. **Tell children NEVER to agree to meet someone they meet online.** The Internet is filled with individuals who have bad intentions. Even those people who may seem trustworthy in their online persona may turn out to be a cyber-bully or even a predator. Teach your children the importance of staying safe online.
5. **Supervise your child's online time.** One of the most fool proof methods for stopping Cyber bullying is to monitor closely what your children do online. Tips for this method include removing computers with an Internet connection from the child's bedroom and designating specific "family hours" for Internet use.
6. **Tell your kids to never share their passwords or personal information with anyone.** Friends and acquaintances of your children can wield a great deal of power if they know the passwords to their favourite sites and chat rooms. One of the fastest-growing types of cyber bullying is stealing someone's identity and making embarrassing or damaging statements in that person's name.
7. **Monitor the use of your child's photo online.** Many cyber bullies will take your child's photo and manipulate it in ways that are damaging or embarrassing. Be very careful about the images your child presents online.
8. **Watch out for the warning signs** young people who are being cyber bullied may not want to talk about the problem with their parents. Common warning signs include depression, withdrawal from social situations, and spending more and more time online.
9. **Be willing to contact the police.** Parents who have gathered evidence about cyberbullying, and feel that school has not been able to stop the problem, should contact police – especially if the cyber bully has made threats to the health and well-being of the child.
10. **Stick to your guns.** The Internet is a big part of your child's life. Getting them to agree to be safe and limit their unsupervised time online may be difficult. Stay firm and continue to oversee their computer time – even if the child lashes out and claims that you are invading their privacy.

## **Monitoring and review: putting policy into practice**

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The Head Teacher will be informed of bullying concerns, as appropriate.
- A designated governor will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- Evidence of disseminating the Anti-Bullying policy can be found in:
  - Minutes of meetings;
  - Anti-Bullying Assemblies;
  - PSHE curriculum;
  - Records of behaviour incidents;
  - Pupil and parent views;
  - Minutes of Governors meetings.

Episodes of bullying are dealt with swiftly and recorded when appropriate; as a result, we continue to have a low number of incidents.

## **Links with other school policies and practices**

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child Protection policy
- Equality Information and Objectives
- Accessibility Plan

## **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (*if appropriate*)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public order Act 1986

## **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for Headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) oA Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated)