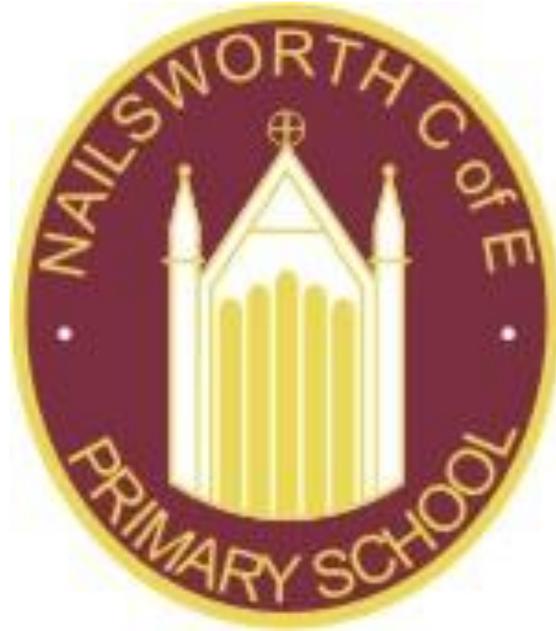


Policy Statements for

Behaviour and Anti- Bullying

Policies to refer to and cross-reference:

Safeguarding and Child Protection, Online Safety, Staff Behaviour Policy, SEND, Relationship & Sexual Education, Equalities, Exclusions, Home-School Agreements



The Behaviour and Anti-Bullying policies of the school encourage behaviour that promotes our aim of developing successful human beings and changing challenging behaviour. It is informed by Christian Values that support every aspect of the school's life and work, including the curriculum. Our values are rooted in the teaching of Jesus Christ. The aim of these values is to support the school vision that is:

"Together, inspired by the challenge"

We support a positive and compassionate environment in which all children can:

“Flourish, thrive and reach their full potential.”

They will be:

- At school every day on time
- Respectful of all people and their belongings
- Generous and honest
- Trustworthy

There are certain areas of behavior that are not acceptable in any form and these include:

- Bullying and intimidation
- Abusing people because they are different
- Classroom disruption
- Running off or leaving the learning space without permission
- Fighting or hurting someone
- Swearing and bad language
- Damage to property or stealing

For the full Behaviour policy and how it is used see **Appendix A** (p3-8).

For the full Anti Bullying policy and how it is used see **Appendix B** (p9-24).

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

APPENDIX A: BEHAVIOUR POLICY

Change History	Summary of Key Changes
Oct 2015	Updated following a Behaviour Review with staff
Apr 2016	Updated following a Behaviour Review with Governor
Jan 2017	Updated following review of Behaviour Letter system
May 2017	Updated section 6
Feb 2019	Updated following a Behaviour Review with Governor
Dec 2019	Added short policy for Behaviour & Anti Bullying; full policy in Appendix A

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

1	Rationale
1.1	Introduction
	This policy outlines the approach to support pupils' effective behaviour at Nailsworth C of E Primary School.
1.2	Who is responsible?
	All pupils, staff, parents have a responsibility for ensuring that this policy is implemented consistently. The Headteacher is responsible for the overall management of this policy. There is a designated Governor of Behaviour from the Standards Committee.
2	Aims and rationale for Behaviour at Nailsworth
	Behaviour Policy in a Nailsworth C of E Primary School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. The aim of these values is to underpin the school vision " Together, inspired by the challenge ". The key criteria for success is children who are self-monitoring and self-correcting.
3	Behaviour Policy in a Nailsworth C of E Primary School aims to: <ul style="list-style-type: none"> • foster a positive and compassionate environment in which all children can flourish and reach their full potential, • develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body, • raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways), • ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
3.1	The behaviour policy is implemented through four key areas: <ul style="list-style-type: none"> • Inspired by the Spirit of Christian Values • Successful Human Being • Quality first teaching • The Thrive Approach https://www.thriveapproach.com/ <p>Within these key areas, the following simple language is used:</p> <ul style="list-style-type: none"> • When the smiles stop, the game stops • What you give out, you will get back • You are in control of yourself, you choose your own actions/words • Are your actions working for both you and me? • Are you self monitoring/self correcting?

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

3.2	<p>Approach in class - Teachers will:</p> <ul style="list-style-type: none"> • model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children. • be able to convey clearly and with confidence expectations of behaviour • benefit from a calm and secure environment in which to teach effectively • build positive relationships with parents and the whole school community • develop personally and professionally
3.3	<p>Approach in playtimes and around the School – all staff and all pupils are responsible for effective behaviour. The key messages are:</p> <ul style="list-style-type: none"> • Are you demonstrating a Christian Value? • Are you self monitoring/self correcting? • Are your actions working for both you and me? <p>Children are supported with their behaviour via a comprehensive activity and clubs schedule.</p> <p>Children who find playtimes challenging also receive support from our Nurture room provision and trained mid-day supervisors.</p>
4	<p>Celebration</p> <p>Children will:</p> <ul style="list-style-type: none"> • build strong relationships • experience what it means to live as a member of an open, generous and forgiving community • benefit from a calm and secure learning environment • be fully involved in regular reviews of the Behaviour Policy (through School Council etc) <p>Parents and carers will:</p> <ul style="list-style-type: none"> • be fully informed about the school's ethos, core Christian values and the Behaviour Policy • feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's values • be confident that their child is developing personally, socially and academically • be offered opportunities to explore further the schools' values at home; for example through the publication Home School Values • feel welcome in school to discuss their child's progress in a positive atmosphere.
4.1.	<p>Celebrating the Values in action - R.E. specific</p> <ul style="list-style-type: none"> • Doves are aimed at giving encouragement along this journey. These may be given by staff and parents/carers and are written with the names of those who have demonstrated the 'value in action', (e.g. shown generosity towards them). This behaviour will be affirmed and praised during the celebration worships each day. <p>The vision is designed to create inspired and self-motivated pupils who are successful human beings and achieve because they wish to make the biggest difference in the world,</p>

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
Version`	3.0	Date ratified by Governing Body	Oct 2019
Review Author	P Strachan	Next Review	Oct 2022
		Published on Website	Yes

	<p>so the values can also be rewarded through:</p> <ul style="list-style-type: none"> • House points • Head Teacher awards • Class star of the week
5	<p>Response to inappropriate behaviour</p> <p>When dealing with behaviour that falls below the expected standard throughout the school, adults will:</p> <ul style="list-style-type: none"> • ensure that the child understands why his/her behaviour is not appropriate • seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing. • establish the facts and reserve initial judgement • use punishments sparingly; a removal of privileges will be used as the principal sanction • remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups • provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable <p>When dealing with behaviour that falls below the expected standard within the classroom, teachers will:</p> <ul style="list-style-type: none"> • deal with classroom problems, whenever possible, within the classroom • require unacceptable work to be repeated • expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time • inform parents if equipment is deliberately damaged and invite them to replace it • use the 'ask, tell, send' approach-based approach. (Ask – Ask child to behave, reminding him/her of appropriate behaviour. Tell – Tell the child to behave appropriately eg I've asked you to sit quietly, now I'm telling you to sit quietly... Send – If the child continues to misbehave, he/she is sent to another area of the classroom for a 'Time Out' session. When the teacher has an opportunity, he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to SLT.) • Nurture room provision/ quiet area and Thrive Approach will be utilised
5.1.	<p>Each class teacher and teaching assistant will know their class pupils the best and a reward and sanction system (for example 'the snake') will be used that best fits the child's needs and motivations. It is important that at the start of each new day, every child starts afresh ready for a new day and moves on and learns from any mistakes they have made previously.</p> <p>Behaviours which affect or threaten any rights of others are deemed unacceptable. To help children to understand the impact of their behaviour/actions, examples of unacceptable behaviours, their severity and impact on others are discussed. Unacceptable behaviour includes:</p>

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

- Any dangerous behaviour which puts the health, safety and wellbeing of themselves and others at risk
- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Discrimination or abuse of any groups or individuals
- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing or rudeness to any adult working in school, including refusing to do what an adult has asked them to do or not accepting consequences.
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Disrupting other children’s learning (including calling out/making unnecessary noises, off task conversations, wandering around, time wasting)
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate.

There are **non-negotiable areas of unacceptable behaviour** to ensure high expectations are maintained. These areas are:

1. Persistent classroom disruption
2. Running off or leaving the designated learning environment without permission
3. Fighting or hurting someone, including retaliating
4. Swearing and/or use of inappropriate language
5. Physical damage to property or stealing

ALL forms of bullying, discrimination and anti-social behaviour will be dealt with according to relevant policy and will be dealt with by senior members of staff or the Headteacher.

Where a pupil has made a mistake and shown unacceptable behaviour, a **BEHAVIOUR LETTER** will be sent home:

1. First three behaviour letters - parents will receive a letter informing them of the incident and the pupil will miss their next break time and lunchtime play.
2. 4th behaviour letter - we will ask parents to come and discuss their child’s behaviour with the class teacher and Mr Davis, SENCO, to agree how we can work together to improve behaviour.
3. 5th-7th behaviour letter – parents are informed that behaviours continue and again on each occasion the pupil will miss their next break time and lunchtime play.
4. 8th letter - parents will be invited to a Behaviour Review meeting and their child will receive a ½ day “in school” exclusion where they will work in isolation away from

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

	<p>their class. This preventative meeting will agree appropriate support and outline further consequences that may include fixed term exclusions, where the child must stay at home, or in serious situations, permanent exclusion. Children who display significant behaviour needs may be subject to Graduated support, early help and/or waves of intervention for children with Special Education Needs (link to policy in section 7).</p>
6	<p>The Use of Reasonable Force to Restrain Pupils.</p> <p>Staff at the school will only use physical contact with pupils when a pupil has to be prevented from or stopped from injuring themselves or others.</p> <p>The school does not use this as a routine form of intervention and is used only in exceptional circumstances.</p> <p>All incidents will be reported to the Head teacher and recorded on a pupil log.</p>
7	<p>Policies and relevant documents to be aware of:</p> <ul style="list-style-type: none"> • https://www.thriveapproach.com/ • Exclusion Policy • Anti Bullying Policy • SEND Policy • Safeguarding & Child Protection Policy • Online Safety Policy • Educational Offsite Visits and Trips • Home School Agreement <p>ALL of the above policies can be found at https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/</p>

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

APPENDIX B:

ANTI-BULLYING

POLICY

Change History	Summary of Key Changes
April 2017	Updated to extend our definition of 'bullying' to cover peer on peer abuse, and extend detail on 'sexting', cyber bullying and clarifying the link between bullying and safeguarding issues.
Jan 2019	Updated bullying form for online use
Sep 2019	Review
Dec 2019	Added short policy for Behaviour & Anti Bullying; full policy in Appendix B

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Contents

Introduction	11
Statement of intent.....	11
Objectives of this policy.....	12
What is bullying?.....	12
Bullying and Peer on Peer Abuse	12
Peer on Peer Abuse.....	13
Sexting.....	14
Why do we believe is it important to respond to bullying?	15
Children with SEND	15
Signs and symptoms of bullying.....	16
Procedures - Staff, Parents and Children.....	16
School Procedure when bullying is reported/witnessed:.....	16
What children who feel bullied need to do:	17
What parents of children who feel bullied need to do:.....	17
What children who are accused of bullying need to do:	17
What parents of children who are accused of bullying need to do:	17
Follow up and Review	17
Outcomes.....	18
Prevention.....	18
Children’s Voice	18
APPENDIX 1 - Current high profile bullying issues	19
Cyber Bullying or Online Bullying.....	19
Sexting or ‘Youth Produced Sexual Imagery’	20
Peer on Peer Abuse - Harmful Sexual Behaviour by Children	20
APPENDIX 2: Bullying Incident Record	22
APPENDIX 3: Bullying Review Letter	24

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Introduction

This policy incorporates Department for Education and NSPCC guidance on bullying and peer on peer abuse. The policy is updated at least every three years or in response to changing legislation.

Reference sources include DfE's *Keeping Children Safe in Education, 2019*,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

This policy should be read in conjunction with our:

- Safeguarding and Child Protection Policy, Behaviour Policy and Online Safety Policy

A copy of all these policies can be found at <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

If you are worried about a child and need further advice, you can contact the NSPCC helpline help@nspcc.org.uk 0808 800 5000 Monday-Friday 8am-10pm and Sat-Sun 9am-6pm

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff - this includes children, parents, carers, professionals around the child or other members of the community.

Safeguarding children is everyone's responsibility.

If there is a concern that a young person has been harmed or is at risk of harm, a referral should be made to the Children's Helpdesk on 01452 426565 or the police immediately dialling 999.

At Nailsworth CofE Primary School, it is our intention to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child, with full consideration of the impact on the child's emotional and mental health and well-being. We have systems in place for children to express their views and feelings. We believe that listening to the voice of the child is paramount and we intend to always operate with the **best** interests of the child at heart.

The purpose of this policy is to explore the many forms of bullying and include a planned and supportive response to the issues. All staff members are made aware that safeguarding issues can arise from bullying. This policy should be read alongside the school's policy on Safeguarding and Child Protection and shares its policy aims:

- To make sure our school is a place where children feel safe, are encouraged to talk, and are listened to.
- To make sure children know that there are adults in the school who they can talk to if they are worried.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

- To help children to develop the skills they need to recognise and stay safe from abuse (including online abuse).

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

To resolve incidents quickly and effectively we strongly believe that telling the truth is key. Many children fear telling the truth because they fear being told off or punished. The biggest punishment of all is to live with ourselves for telling a non truth. The best way to minimise the consequences of a mistake is to be brave enough to own up to the truth of the mistake, make amends, learn from the experience (i.e. stop the specific behaviour) and move on.

We do encourage all children and parents to support this philosophy.

What is bullying?

Bullying is the use of repeated aggression with the intention of hurting another person either physically or mentally. Bullying results in the continued pain and distress of the victim. The Anti-Bullying Alliance (ABA) 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. It can happen face-to-face or through cyberspace.”

The NSPCC further expands this:

“Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there’s no escape because it can happen wherever they are, at any time of day or night.”

(NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>)

Bullying and Peer on Peer Abuse

‘Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’
Keeping Children Safe in Education, Sept 2019

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Peer on Peer abuse is when bullying within a peer group causes *significant harm* and extends beyond bullying to also include, but is not limited to, gender based violence, initiations, sexual assaults/unwanted touching and ‘sexting’ (taking/sharing sexual imagery). Bullying is a more commonly used term in a school environment, but this does not diminish the seriousness of a claim that could potentially be categorised as child abuse:

‘Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional...’ NSPCC (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect>)

For the purposes of this policy we will use the term **bullying** to encompass all types of bullying including emotional, physical, verbal bullying. Bullying may also include peer on peer abuse. Bullying involves a real, or perceived, power imbalance. Physical, verbal, emotional and cyber abuse often arise because of prejudiced behaviour that discriminates against a child for being perceived as different. Bullying can be related to:

- Race
- Gender
- Age
- Disability
- Religion
- Sexuality
- Appearance
- Cultural background
- Home living conditions

Peer on Peer Abuse

If one child or young person causes harm to another, this should not necessarily be dealt with as peer on peer abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If there is evidence that a child or group of children had the intention to cause severe harm to another child or group of children, this should be regarded as **abusive whether or not severe harm was actually caused** and child protection procedures should be followed.

It is important that sexualised behaviour is not ignored. However it is also very important that the different types of behaviour are clearly identified and we need to distinguish between age appropriate and abusive sexual behaviour (see **Appendix 1** for expanded information).

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Abusive behaviour which is perpetrated by children must be taken seriously. It is known that some adult abusers begin abusing during childhood and adolescence, that significant numbers will have suffered abuse themselves and that the abuse is likely to become progressively more serious. **Early referral and intervention** is therefore essential.

In a situation where child abuse is alleged to have been carried out by another child, safeguarding and child protection procedures must be followed for both the victim and the alleged abuser; it should be considered a child care and protection issue for both children.

The Designated Safeguarding Lead should be informed and safeguarding procedures followed.

Sexting

All incidents involving youth produced sexual imagery (sexting - see Appendix 1 for further detail) should be responded to in line with our safeguarding and child protection policy. When an incident involving youth produced sexual imagery comes to the school's attention:

1. The incident should be referred to the **Designated Safeguarding Lead (DSL)** as soon as possible.
2. The DSL should hold an **initial review meeting** with appropriate school staff.
3. There should be subsequent **interviews with the young people** involved (if appropriate).
4. **Parents should be informed at an early stage** and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If there is a concern that a young person has been harmed or is at risk of harm, a referral should be made to the Children's Helpdesk on 01452 426565 or the police immediately dialling 999.

Following these meetings, a decision will be made in line with our child protection procedures and based on consideration of the best interests of the children involved. This will take into account proportionality as well as the welfare and protection of the children. The decision will be reviewed throughout the process of responding to the incident.

Assessing the Risk

The circumstances of incidents can vary widely. If, at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following will be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the children involved have additional vulnerabilities? Does the child understand consent?
- Has the child taken part in this kind of activity before?

The DSL will always use their professional judgement in conjunction with their colleagues to assess incidents. **The decision making process is fully covered within the school's Safeguarding and Child Protection Policy.**

Why do we believe is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying and to help all involved to change in order for the bullying to stop.

Bullying can lead to safeguarding issues. Safeguarding and promoting the welfare of children is everyone's responsibility and all staff should be alert to possible concerns being raised, taking prompt action, sharing information and acting in the best interests of the child so that Early Help can be offered.

The Designated Safeguarding Lead should be informed and safeguarding procedures followed.

Children with SEND

Staff should be aware of the added vulnerability of children and young people who have Special Educational Needs and Disabilities who, research shows, are more likely to be victims of bullying.

"According to recent research by the NSPCC, children and young people with a disability are three times more likely to be abused (including sexual, physical and emotional abuse) than non-disabled children."

Miller, D; Brown, J (2014) 'We have the right to be safe': Protecting disabled children from abuse

We take a whole school approach to tackle any form of bullying including disablist bullying, involving all staff and pupils. We tackle it in assemblies, across the curriculum, in the playground, around school, in class, in circle time, PSHSE and all staff should always challenge and explain why such language is unacceptable. Everyone in our school community has equal value, and it is our aim to nurture an environment where all children are safe to learn.

Disablist bullying should always be recorded on a **Bullying Incident Record** and followed up. It may be appropriate to consider **Early Help** to support children who are more vulnerable to bullying.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs 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
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures - Staff, Parents and Children

School Procedure when bullying is reported/witnessed:

Managing the concern with the sole aim to make the bullying stop

1. *Any incident or conversation that mentions the word "bullying" will be recorded on the Bullying Incident Record and kept in the Behaviour folder in one drive.*
2. The incident, no matter how trivial, will be investigated following the Behaviour Incident Record checklist. It is important that children are reminded about telling the truth, about what they did and how they felt. This will include:
 - Talking with any named person in the incident
 - Checking repeated offences for named people
3. Where the persecutor has been clearly identified as having bullied another pupil then their parents will be informed and will be asked to come to a meeting to discuss the problem

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

4. Actions will be agreed to stop the bullying (see 'Outcomes' below). This will include helping the bully (bullies) change their behaviour and to help their personal circumstances
5. If necessary and appropriate, external agencies including the police will be consulted. If any safeguarding concerns are raised for either the victim or the bully, Early Help procedures should be put in place (see Safeguarding and Child Protection Policy).
<https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

What children who feel bullied need to do:

1. Walk away, get to a place of safety and
2. Tell, tell, tell – tell their parents, tell an adult at school, tell your friends. Call it “bullying”
3. Tell the truth, talk about your feelings

What parents of children who feel bullied need to do:

1. Listen carefully to your child and try to help them write down exactly what happened in the incident, including who, what, when, where, why. It is important to try to understand your child's part in the incident too. Please try to record the details of any incidents that may have happened.
2. Inform the school through the class teacher or make an appointment to see the Headteacher. It is important that you use the “bullying” word when talking to an adult in school.
3. Work with the school to help resolve the matter quickly.

Further useful help and advice for parents/carers can be found on the NSPCC website:
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe/>

What children who are accused of bullying need to do:

1. Think carefully about what you may have done
2. Tell the truth, talk about your feelings
3. Be prepared to make amends
4. Accept help and be willing to change

What parents of children who are accused of bullying need to do:

1. Listen carefully to your child and try to help them write down exactly what happened in the incident, including who, what, when, where, why. It is important to try to understand your child's part in the incident.
2. Work with the school to help resolve the incident quickly.

Follow up and Review

Once the bullying concern has been addressed, it is important that we follow up with the family, so that we can review the way the school dealt with the bullying incident. The school will invite parents involved by completing a feedback review form. The form will ask:

- 1) What has changed for your child?

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

- 2) Is your child happy with the outcome?
- 3) Are you happy with the outcome?
- 4) How did we deal with your concern?
- 5) What could we improve?

Outcomes

The outcomes must be agreeable by all parties and may consist of the following:

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place see Behaviour Policy
- 2) Victim and persecutor support may be set up, for example:
 - buddy at playtime
 - organised games at playtime
 - alternating time in/out at playtimes
 - Nurture Club attendance
 - Pupil Referral Support
 - Use of bullying resources at home
 - Personal log book, kept by the victim or their teacher
- 3) If possible, the pupils will be reconciled
- 4) Where parents have been involved support at home may be offered by our Early Help provision
- 5) In serious cases, fixed term exclusions or permanent exclusion will be considered
- 6) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – this will be concluded with a review of the outcomes
- 7) Parents will be sent a Bullying review letter (**See Appendix 3**)

Prevention

We will use a variety of strategies for helping children to prevent bullying. As and when appropriate, these may include:

- Personal Social and Health Education to address whole school or class issues
- writing a set of class rules
- signing a behaviour contract
- have a breaktime/lunchtime small group nurture area and/or indoor sport area
- attending clubs
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- taking part in national anti-bullying week
- Staff training, including Mid-Day supervisors

Children's Voice

Every year the school council will review the affects of the Anti-Bullying Policy. Governors also visit classes regularly to talk with children and enable pupils to voice their thoughts and opinions.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

APPENDIX 1 - Current high profile bullying issues

Cyber Bullying or Online Bullying

Cyber (or Online) bullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyber bullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyber bullying can be carried out by adults or children.

Cyber bullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape.

Cyber bullying is the misuse of any online platform to harm others, including blogs, emails, games, websites, social networks, chat rooms, intimidating mobile texts/calls (including 'sexting'); misuse of associated technology is included in our definition of cyber bullying, i.e. cameras & video facilities.

Cyber bullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging children to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting (see below)
- pressuring children into sending sexual images or engaging in sexual conversations.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Sexting or 'Youth Produced Sexual Imagery'

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. For the purposes of this policy, we are focusing on children sexting other children. The UKCCIS¹ introduced the phrase 'youth produced sexual imagery' as this best describes the practice.

The types of incidents encompassed under the term 'youth produced sexual imagery' are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

The rapid increase in the speed and ease of sharing imagery with modern technology has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Once an image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing on to someone else, indecent images of a person under 18, children are often not even aware that they are breaking the law and that the matter may need to be referred to the police.

Peer on Peer Abuse - Harmful Sexual Behaviour by Children

It is very important that the different types of sexual behaviour are clearly identified so that we can use our professional judgement to distinguish between age appropriate and abusive sexual behaviour:

1. normal age-related sexual exploration and inquisitiveness;
2. abuse reactive behaviour;
3. sexually obsessive behaviour;

1. Normal sexual exploration

This could consist of naive play between two children which involves the exploration of their sexuality. This type of behaviour may be prompted by exchanges between children such as: "you

¹ The UK Council for Child Internet Safety offer extensive guidance on managing incidents in schools: <https://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf>

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

show me yours and I'll show you mine". One of the key aspects of this behaviour is the tone of it. There should not be any coercive or dominating aspects to this behaviour. Usually, there is no need for child protection intervention of any kind in this type of situation.

2. Abuse reactive behaviour

In this situation, one child who has already been abused, acts out the same behaviour on another child. While this is serious behaviour and needs to be treated as such, the emphasis should be on addressing the victim needs of the child perpetrator.

3. Sexually obsessive behaviour

In this type of situation the children may engage in sexually compulsive behaviour. An example of this would be excessive masturbation which may well be meeting some other emotional need. Most children masturbate at some point in their lives. However, where children are in care or in families where care and attention is missing, they may have extreme comfort needs that are not being met and may move from masturbation to excessive interest or curiosity in sex, which takes on excessive or compulsive aspects. These children may not have been sexually abused but they may be extremely needy and may need very specific help in addressing these needs.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

APPENDIX 2: Bullying Incident Record

Date of Report:

Name of person reporting the incident(s):

Details of person being bullied:

Details / Location of incident(s):

--

Summary of people involved:

Name	Age	M/F	Ethnic Origin	In Care (Y/N)	Role (ringleader/witness/assistant/bystander/victim)	*Level of involvement

*Levels of involvement 1=very involved, 2=involved, 3=slightly involved, 4=indirectly involved

Summary of incidents:

Damaging/taking possessions Threat Physical aggression
 Deliberately excluding Texting Name calling/teasing
 Spreading nasty rumours/notes Extortion Other

Frequency and duration of bullying behaviour:

Once or twice Persisting throughout 2 months
 Several times each week Persisting for more than a year

Other notes connected to the incident and any previous unknown incidents:

--

Is this considered bullying? Yes or No

Is there repeated aggression with the intention of hurting another? Yes or No

Is the victim in continual pain and distress? Yes or No

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

Checklist:

- | | | | |
|---|--------------------------|-----------------------------------|--------------------------|
| Check for incidents involving same person | <input type="checkbox"/> | Follow up date set | <input type="checkbox"/> |
| Notified parents/carers | <input type="checkbox"/> | Action agreed with victim | <input type="checkbox"/> |
| Individual discussions with named people | <input type="checkbox"/> | Action agreed with persecutor | <input type="checkbox"/> |
| Discussion with group of people involved | <input type="checkbox"/> | Notes and other comments attached | <input type="checkbox"/> |

Other actions:

- | | | | |
|-------------------------------------|--------------------------|----------------------------|--------------------------|
| Medical treatment required | <input type="checkbox"/> | Referred to other agencies | <input type="checkbox"/> |
| Specific report from staff attached | <input type="checkbox"/> | Police involvement | <input type="checkbox"/> |

Details of agreed actions with people involved (including parents if relevant):

--

Follow up review outcomes:

- | | |
|---|--------|
| Has the bullying stopped? | Yes/No |
| Have the parent's feedback been received? | Yes/No |

--

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes

APPENDIX 3: Bullying Review Letter



Nailsworth C.E. (C) Primary School,
Nympsfield Road,
Nailsworth, Glos.
GL6 0ET
01453 832382 / 836348 (fax)

Date

Dear

How did we do?

Following the notification of bullying incidents affecting your child, we believe that the issues have now been dealt with.

We are committed to improving the way we manage life at school. Please could you be complete the following questions to help us reflect on how we dealt with your child's difficulties. Please use more space if needed.

What has changed for your child?	
Is your child happy with the outcome?	
Are you happy with the outcome?	
How did we deal with your concern?	
What could we improve?	

Thank you for your time and contribution to school life.

Headteacher

Ms Liz Geller

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Three years	Updated	Oct 2019
		Date ratified by Governing Body	Oct 2019
Version`	3.0	Next Review	Oct 2022
Review Author	P Strachan	Published on Website	Yes