

**CROSSCANONBY ST JOHN’S SCHOOL BEHAVIOUR and ANTI-BULLYING POLICY**

**At Crosscanonby St John’s we believe that children should be able to come to school happy and unafraid and that whilst at school they should be able to enjoy equality of opportunity without fear of bullying from adults or children, regardless of age, race, culture, gender, disability or ability.**

**Aims**

The school is committed to upholding high standards of behaviour throughout the school community. This links with the school’s aim to promote the personal development of the “Whole Child” through every area of its school life.

Personal Values are to be emphasised in relation to:

a) Self (e.g. self-esteem, self-discipline, self-control, self-respect and self-

motivation).

b) Others (e.g. tolerance, compassion, co-cooperativeness, sensitivity, love.)

c) The wider community (e.g. conflict and peace-time, human rights,

 environmental issues, equal opportunities.)

The school aims to promote good behaviour through positive reinforcement, but in order to ensure that school is a safe environment for all, discipline does have to be imposed when required.

All children and young people at Crosscanonby St John’s CE Primary School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our Anti-Bullying and Behaviour Policy outlines how instances of poor behaviour and bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. As a school we strive to include parents as their input and support is valued, regardless of whether their child is a victim or a bully. The school realises that it is important for parents to understand that as a school we value their contributions and that their concerns will always be heard and appropriate action taken.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property. Staff will be supported by senior members of staff and the Governing Board if the use of reasonable force is deemed necessary, and suspension of staff is not an automatic response if a member of staff is accused of using excessive force. (See Positive Handling Policy)

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school’s response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school’s policies which are communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bad behaviour and bullying at our school. There is a zero tolerance policy in place at Crosscanonby St John’s CE Primary School.

These aspects of behaviour reflect the general ethos of the school and the school rules support them in the day-to-day life of the school. (Members of the school community means pupils, staff, parents and governors)

**Moral Guidelines**

A code of behaviour based on the following moral guidelines has been agreed.

All members of the school community should

* Respect the rights and property of others.
* Ensure the fair and equal treatment of all regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability
* Help others less fortunate/weaker than ourselves.
* Act considerately towards others.
* Take personal responsibility for one’s actions.
* Tell the truth.

**School Rules**

These are agreed with the pupils.

* Mobile phones and electronic games are not permitted in school or on off site visits and activities. Should a pupil be found using a mobile phone or hand held game on site or when on a school trip, the item will be confiscated and only returned to the parent, carer or guardian.
* Verbal abuse/bullying of others is not acceptable.
* Physical abuse/bullying of others is not acceptable.
* Use of bad language is not acceptable.
* Work and homework is to be completed on time and to an acceptable standard.
* Distracting others in class is not acceptable.
* Shouting out or interrupting others is not acceptable.
* School uniform is worn by all pupils.
* The school will not tolerate the presence of any illegal substance on the premises. (The school has a full ‘Drugs’ Policy in line with LA guidelines. Children are taught about substance misuse through the Science, RSE and PSHE Curriculum from KS1 upwards.)
* Smoking and the use of e-cigarettes (vaping) is not permitted anywhere on the site.
* During a public health outbreak additional/amended measures would apply.

**Code of Practice**

Staff are to set an example to the pupils in the area of tidiness and respect for school property. This will involve talking to the children about keeping their school environment attractive, avoiding wastage, and taking responsibility for their individual and shared spaces. There will also be an emphasis on explaining the reasons for the rules, and the aim is to maintain a consistency of approach. For any misdemeanours, staff **ask** pupils to stop, **tell** pupils and **then impose sanctions**, usually loss of play-time. Whenever possible the school reinforces and praises good behaviour in a positive way. The school promotes positive behaviour through rewards system of:

* Stickers
* Sharing with other staff
* Achievement assemblies (during the COVID-19 pandemic these are class based only)
* Small prizes/treats
* Special privileges
* Additional break times

A code of practice is necessary to combat the few children who may persistently break school rules. Constant communication between staff and parents over pupil’s behaviour, both good and bad, is essential to the process. Recognition of good behaviour is as important as reproval of bad.

**Actions**

* Where an incident of stealing is suspected the staff will first discuss the matter with the child/children. School staff can search a pupil or their possessions **with their consent** for any item. (The ability to give consent may be dependent on age or other factors- the Executive Head teacher to determine.)
* For items specifically banned under school rules, or for prohibited items (knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks or pornographic images), staff can search a pupil or their possessions **without consent.**
* Major incidents, such as deliberate verbal or physical abuse of staff or pupils must be reported to the Executive Head teacher immediately.
* All staff may use reasonable force to either control or restrain pupils under the guidelines within the Positive Handling policy.
* A pupil may then be excluded from the school for any serious and urgent cause that the Executive Head considers reasonable.
* Minor incidents, which may cause for concern need to be monitored, and if persistent or of an unusual nature may have signed and dated notes kept.
* The school uses a restorative justice approach to deal with incidences of poor behaviour.
* Pupils who persistently disrupt others will initially be moved within in the class to a seat where they cannot disrupt others and will be asked to complete work in silence. Further persistent disruption in class may lead to a pupil being sent to another classroom to complete set work. Any further disruption would result in the child being sent to the Executive Head teacher’s office to complete work.
* Children found to be in possession of any illegal substances may face temporary exclusion with counselling from suitably trained persons. In the event of a child revealing a knowledge of drugs, teachers cannot guarantee confidentiality.
* Disciplinary action will be taken against any pupil found making malicious accusations against members of staff. This would in the first instance involve the executive Head teacher discussing the matter with the pupil and the member of staff concerned. The Chair of Governors would be informed and parents would then be invited to discuss the matter with both the Executive Head and the Chair. Pupils would be expected to explain and apologise in person to the member of staff, with parents, Executive Head teacher and Chair present. Sanctions would then be agreed by all and imposed in line with this policy.

**Action Plan for When Behaviour Remains Consistently Bad or Causes Extreme Concern**

Persistent breaking of the rules would recorded and reported to the executive Head teacher. A meeting with the parents may be desirable to discuss the school’s concerns, resolve the issues and draw up a behaviour plan.

After five incidents have been logged of a reasonably serious nature, parents are to be contacted by the Head teacher and given a verbal warning. Governors are to be informed of this action.

Any further incidents will incur a written warning to the child’s parents/guardian/carer.

Following these steps if there was no change in behaviour and no alternative the school would consider starting exclusion procedures, using the School Exclusion Policy.

**It must be emphasised that this is a last resort and that the school would take all reasonable steps to avoid excluding a child unless it was felt that to allow the child to remain in school would be seriously detrimental to the education and welfare of the pupil or to that of others at the school.**

**What is bullying?**

Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual, resulting in it often being difficult for a victim to defend themselves.

More recently, ‘Cyberbullying’ – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – has begun to occur more frequently within society. Despite children not being permitted to bring mobile phones/electronic devices into school, incidents that occur outside of the school day can in turn affect individuals whilst in school.

**Categories of bullying (in more detail) include:**

• **Verbal** – name calling, imitating, teasing, insulting, spreading rumours, swearing and making threats.

• **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.

• **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.

• **Cyber** – online threats and intimidation, harassment/’cyber-stalking’, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

**Bullying is generally characterised by:**

* **Repetition:** Incidents are not one-offs but frequent and happen over a period of time.
* **Intent:** The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
* **Targeting:** Bullying is generally targeted at a specific individual or group.
* **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

**Prevention**

**‘Prevention is at the forefront of our Anti- Bullying Policy.’**

At Crosscanonby St John’s School we will always encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work, with all staff members receiving some training on identifying and dealing with bullying. Good behaviour is rewarded and celebrated in different ways within classes. Teachers use age-appropriate techniques for rewarding and inspiring children to behave well. All members of the school community will be made aware of the school’s Behaviour and Anti-Bullying Policy.

**In School**

Bullying will be discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons and whole school assemblies. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups.

Staff will, when they are made aware of, or identify potential victims of bullying, draw individuals into working groups with children who do not abuse or take advantage of them - changing and organising seating arrangements in class to also help to prevent instances of bullying.

A safe, supervised place, such as the library, will be available for pupils to go to at lunch if they are involved in conflict with their peers or wish to avoid a bully.

**Actions To Be Taken If Bullying Is Reported:**

Staff will treat reports of bullying very seriously and will not ignore suspected bullying.

Reported or observed unpleasantness from one pupil towards another will always be challenged, with action being taken - this applies to all staff, not only teaching staff.

Children are encouraged to talk to a member of staff – thus allowing the bullying to be dealt with quickly and effectively.

 All children involved in such incidents will be monitored closely following an incident(s), and support will be given to all to ensure all bullying has stopped.

**Crosscanonby St John’s School will follow this procedure:**

Minor incidents will be reported to the pupils’ teacher, who will investigate the incident, and inform the Executive head teacher of the incident and outcome of talking with the children involved.

If a pupil is injured they will be taken immediately to an appropriate first-aider.

If the bullying continues following initial investigations, the victim, alleged bully and witnesses will be interviewed separately by the class teacher and the Executive head teacher together, in a quiet room (eg: office/staff room). The children will be advised not to talk about these discussions with other children until the situation is resolved and stopped. Staff will take great care not to make premature assumptions, but will listen carefully to all accounts, be non-confrontational and will not attach blame until their investigation is complete.

A problem-solving, restorative justice approach will be used, with both parties asked to suggest ways they could have improved the situation, and how such behaviour can be avoided in the future.

**Record keeping:**

The teacher who conducted the interviews will write out a brief summary of the incident. A separate interview sheet will be completed for each pupil involved. This record will then be forwarded on to the Executive head teacher, who is responsible for holding all records centrally.

**Actions:**

If it is concluded, following investigations, that bullying has taken place, the class teacher and Executive head teacher will help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. They will try to make the pupil realise and understand the distress they are causing and how crucial it is that they change their behaviour. The pupil will be informed of the type of sanction to be used in this instance and what future sanctions will be if the bullying continues.

The class teacher/ Executive head teacher will, if possible, try for reconciliation and a genuine apology from the bully -but only with the victim’s full consent.

The Executive head teacher will maintain close contact with parents of all children involved, informing them of all action that is taken.

All staff (predominantly the class teacher) will informally monitor the pupils involved over the next half-term.

**Sanctions:**

Crosscanonby St John’s School do not take serious unacceptable behaviour breaches lightly and will not hesitate to act in the best interest of the pupils within the school. Teachers have the freedom to impose sanctions as they see fit dependent on the specific situation:

• In the first instance, the class teacher will investigate the incident, and inform the Executive head teacher of the incident and outcome of talking with the children involved.

* If the pupil does not stop immediately, they will receive an in-school sanction (eg: loss of playtime) and the Executive head teacher will directly intervene.
* If the bullying and inappropriate behaviour continues, the Executive head teacher will contact the pupil’s parent/carer/guardian to advise them of the child’s behaviour and action that may be taken.
* Where pupils display aggressive and/or threatening behaviour, Crosscanonby St John’s CE Primary School will not hesitate to take further action and impose sanctions; this may include a fixed term exclusion or contacting the police.

**Bullying outside of the school:**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct. If the children are not on school premises and therefore not under the lawful charge of a school staff member and bullying outside school is reported to school staff, it will be investigated and appropriately acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

The Executive head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Support For The Child Being Bullied:**

The class teacher will informally check whether the bullying has stopped on a regular basis (daily initially). The Executive head teacher will formally check whether the bullying has stopped the week after the bullying, and will continue to do so until confident that it has stopped.

If bullying is repeated, the child will be encouraged to tell a trusted adult in school immediately.

**Follow-up:**

The progress of both the bully and the victim will be monitored by staff. If the incident was sufficiently serious, follow-up correspondence with parents after the incident may be necessary. This should be from the Executive head teacher.

Pupils who have been bullied will be continually supported and reassured by all trusted adults school.

Pupils who have bullied others will be supported by being able to discuss what happened, reflecting on why they became involved and receiving a consequence to their actions. They will be encouraged and guided to understand what they did wrong and why they need to change their behaviour, with parents and carers also being invited to support.

# Child on child abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
* these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
* the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
* communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We have a separate Child on child abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible_.pdf) which outlines how to respond to an incident of nudes and semi-nudes being shared.

# Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a **zero-tolerance** in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

## Types of SVSH conduct

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

* + unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
	+ sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
	+ sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
	+ unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
	+ physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
	+ displaying pictures, photos or drawings of a sexual nature;
	+ online sexual harassment, such as consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and haring nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people) provides detailed advice for schools and colleges. Offence;
* sharing of unwanted explicit content;
* sexualised online bullying;

**Mental health and behaviour**

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [Promoting children and young people's mental health and wellbeing - a whole school or college approach](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing) issued by the Children and Young People’s Mental Health Coalition, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

**Roles and responsibilities:**

* It is the responsibility of all staff to be alert to the safety of pupils and deal with incidents of poor behaviour and bullying as the highest priority.
* The governors will evaluate and review the Behaviour and Anti-Bullying Policy, and will ensure that it is non-discriminatory.
* The Executive head teacher will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The Executive head teacher will keep a record of all reported incidents and provide appropriate training for staff members.
* Class teachers will be alert to social dynamics in their class and be available for pupils who wish to report bullying. They will also provide follow-up support following bullying incidents.
* All school staff will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the class teacher of such observations.
* Parents/carers should inform their child’s teacher if they are concerned that their child may be bullied or be involved in bullying.
* Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, pupils should walk away from any dangerous situations and avoid involving other pupils in incidents. Pupils should be advised to retain all evidence of cyber-bullying.

**LEGAL ISSUES RELATING TO BULLYING:**

* Under the Equality Act 2010, the school has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it. **Staff are aware that reasonable adjustments to behaviour expectations set out in this policy must be made for children with SEND.**
* Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Head teachers has acknowledged this, adding to their guidelines that head teachers must ‘satisfy themselves’ that their school’s anti-bullying policy complies with the HRA 1998. Head teachers cannot do this without fully involving their teaching staff.
* Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:
* Under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
* The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
* Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.
* Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

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No Changes – January 2022

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