

Platt C.E Primary School



Behaviour and exclusions:

(Anti-bullying, Behaviour and exclusions, Positive handling, Racial incidents)

Rationale:

Platt C of E Primary promotes Christian values and we expect children to be caring, respectful and considerate of others. We encourage them to be tolerant of others and learn to forgive. All stakeholders are committed to creating a school environment where these qualities are seen to be important and are positively encouraged.

The aims:

- To ensure a safe, caring and happy school.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions and that all stakeholders understand it.
- To promote self-discipline and consideration of others, promoting good citizenship.
- To encourage and praise greater effort in both work, behavior and relationships.
- To prevent bullying.

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

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Source: DfE guidance

Stakeholders:

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, are expected to work towards the school aims by:

- working as a team, supporting and encouraging each other
- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school

Platt's Traffic light system:

A summary of the expectations are set out in a traffic light system (*please see appendix 1 for this*) these were consulted with stakeholders originally and have since been revised with a staff.

The system is displayed in every classroom and central areas.

Routines:

We establish clear routines to ensure everybody and safe and the environment is an orderly one.

• End of playtime

Bell to distinguish playtime from learning –time- pause to quieten, walk to line when asked: avoid chatter while lining up and entering. Staff should be prompt in fetching children.

Lunchtime supervisors should report any significant incidents to class teachers or Head Teacher

• Worship

To encourage a sense of expectation/reflection, arrive, sit and wait without talk; if applicable, listen to music, or look at visual aid.

• Beginning of lessons/registration periods

Children should settle straight to work, or to listening.

• End of lessons

Children should leave in an orderly way. There should be a quiet time to say Grace before lunchtime, and an afternoon prayer before going home.

• End of day

Children's departure should be orderly and supervised, with younger children being handed directly into the care of recognised adults. Any child who wishes to walk home alone, need written permission before hand.

Rewarding helpful behaviour

Each class follows the traffic light system – *see appendix 1*

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Everybody is expected to be on green. Children that excel may earn a Mega star, once they have 25 of these, they will share this good news with the Head Teacher and they will send a postcard home to share the news with the pupil's family. This ensures they receive numerous verbal acknowledgements of their achievements. The newsletter will also celebrate the achievement of the 150 mega stars.

150 mega stars- tea with the Headteacher and a family member. A date each term is offered for this.
300 mega stars- choice of reward. This could be being Headteacher for an hour, a prize out of a pot or wearing their own clothes for a day.

450 mega stars- VIP lunch table. The child can invite friends to sit a table with special glasses (plastic), squash, napkins and service from a member of staff.

Sanctions

The School Approach – the traffic light system

Steps

1. Verbal warning
2. Amber light = Official warning = time off playtime
3. Red light = sent to Head Teacher. Red will mean a phone call home.

All behaviour incidents are then recorded on CPOMs. This enables us to track recurring problems. Should these occur an individual behaviour plan will be put into place. This may mean other strategies being used, such as:

- a pattern of rewards and sanctions which suit the child and the problem
- discussing with parents the nature of the problem and how to manage it
- involving the Head Teacher in highlighting the seriousness of the problem and monitoring progress

Immediate response to a problem may sometimes include short 'time out' periods away from a working group. Such periods should be purposeful, not time-wasting, and brief. A similar approach may apply at playtime. This should make a break in the unhelpful behaviour pattern, and lead back to involvement in a helpful pattern as quickly as possible.

Racial Harassment

Any incident of bullying or of racial harassment should always be reported to the Head Teacher straight away, racial incident procedures would be followed. In dealing with it, staff will be guided by the procedures for dealing with such incidents in the **Appendix 2**.

Exclusion:

The school will refer to the Kent Exclusion Guidance to inform any exclusion process, which also provides a clear process for Governors to follow as well as Model Letters.

There are three types of exclusion that our school may use:

- Permanent – The pupil will not return to the school
- Fixed term – This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.
- Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

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Permanent exclusion

Permanent exclusion should usually only be used as a final step when a wide range of other strategies have been tried and failed. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child.

There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

We will consider whether or not to inform the police where such a criminal offence has taken place. We will also consider whether or not to inform other agencies, e.g. the Youth Offending Service, social workers etc.

These instances are not exhaustive but indicate the severity of such offences and the fact that behaviour can affect the discipline and wellbeing of the school community.

The LA will be informed of the exclusion within one school day via Digital Front Door (DfD) on KELS. If the pupil lives outside the LA in which the school is located, the head teacher will also advise the 'home' LA of the exclusion so that they can make arrangements for the pupil's full time education from the 6th school day of the exclusion.

Days 1 to 5

The school will ensure that the parent is fully informed of their duties in the first five days of exclusion and of the school day from which the pupil will be provided with suitable alternative education by the LA. During the first five school days, the school should send work home for the pupil to complete.

Parents should note that they must ensure that the pupil is not present in a public place during school hours without reasonable justification. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of a permanent exclusion, the School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

Day 6

The LA is statutorily responsible for ensuring that full-time provision is made for all permanently excluded Kent resident pupils from the 6th school day of the exclusion.

Fixed term exclusion

Although the law allows for a head teacher to exclude a pupil for up to 45 days in a school year, advice suggests that exclusions should be for the shortest time necessary. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed-term exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, we will consider alternative strategies for addressing that behaviour.

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If a pupil transfers to a new school during the academic year, records of the fixed-term exclusions will be transferred promptly to the new school.

A fixed-term exclusion does not have to be for a continuous period.

Days 1 to 5

We will ensure that the parent is fully informed of their duties in the first five days of exclusion, of the school days on which the pupil will be provided with suitable education and must attend that provision and of any sanctions that may be imposed for non-attendance.

During the initial period of up to five school days, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of an exclusion, the School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

The school must ensure that work is set for the pupil to complete during the first five school days of exclusion and that it is marked, unless during that time the pupil will be attending alternative provision (arranged on a voluntary basis by the school).

Day 6

Where a pupil is given a fixed-term exclusion of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

We will monitor the pupil's attendance from the 6th school day of an exclusion, in conjunction with the Area Inclusion and Attendance Team. It is possible to prosecute for non-attendance from the 6th school day of exclusion if criteria are met. All exclusions will be reported to the LA via Digital Front Door (DfD) on KELSI. The LA will be informed of the exclusion within one school day where the exclusion totals > 5 days in a term. The LA will be informed as soon as possible of exclusions of 5 days or fewer in a term.

Reintegration meeting:

Whilst the Statutory Instrument requiring a reintegration meeting was revoked as part of the September 2012 revisions guidance, it is considered good practice that schools meet with parents and the young person to discuss the issues and reasons for the exclusion and agree a way forward. The purpose of the reintegration meeting should be to support the pupil's reintegration and promote the improvement of his or her behaviour. The pupil should normally attend all or part of the meeting with at least one of his/her parents.

A fixed-term exclusion will not be extended if such a meeting cannot be arranged in time or the parents do not attend.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period, this is a fixed-term exclusion counted as one half of a school day (1 session). The Secretary of State does not expect to see lunchtime exclusion used for longer than a week, in the long run another strategy for dealing with the problem should be worked out. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Taking into account the child's age and vulnerability, the head teacher should ensure that a parent/carer has been contacted and is available, if appropriate, to arrange collection and supervision of the pupil during the lunchtime exclusion. Arrangements should be made for pupils

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who are entitled to free school meals, which may mean providing a packed lunch. The LA must be informed, via DfD, of the exclusion within one school day where the exclusion totals > 10 lunchtimes in a term. The LA should be informed as soon as possible of exclusions of 10 lunchtimes or fewer in a term.

6th day provision

Schools are not required to provide full-time education from day six of a lunchtime exclusion, lunchtime exclusions are not affected by the regulations on day six provision.

Decision

A decision to exclude should not be taken in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil themselves. Before reaching a decision as to whether to exclude the head teacher should:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking into account the school's behaviour and equal opportunities policies, and where applicable the Equality Act 2010 as amended.
- Be satisfied that, *on the balance of probabilities, the pupil did what he/she is alleged to have done.
- Allow and encourage the pupil to give their version of events.
- Check whether an incident may have been provoked, for example by bullying (including homophobic bullying) or by racial/sexual harassment.
- Consider whether the proposed sanction is proportionate in itself and in light of the treatment of any others involved in the incident.
- Consult others if necessary (being careful not to involve anyone who may later take part in the statutory review of their decision e.g. a member of the Governors Review Meeting).
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.
- Be satisfied that the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of their legal duties.
- There is no alternative can be found by the school or Kent LA to the exclusion.

*The standard of proof to be applied is the balance of probabilities, i.e. is it more probable than not that the pupil did what he or she is alleged to have done. The 2012 guidance removes the need for there to be more convincing evidence the more serious the allegation.

A head teacher may choose to withdraw the exclusion at any time prior to it being reviewed by the governors.

A checklist to assist schools in making a decision in relation to pupil exclusion (Appendix 3).

Notification of parents

Whenever a head teacher excludes a pupil, they must notify the parent without delay, ideally by telephone followed up by a letter.

All exclusion cases should be treated in the strictest confidence, only those who need to know the details should be informed of them.

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In exceptional cases, usually where further evidence has come to light, a fixed-term exclusion [given 'pending further investigation'] may be extended, or converted to a permanent exclusion, a second letter should be sent to the parents explaining the reasons for the extension/change.

The school will use the model letters the Kent Exclusion Guidance for Schools to keep parents informed. The school will keep evidence to prove that parents were notified of their responsibilities for days 1-5 and 6+.

Day 6

In the case of an exclusion of >5 days, the parent must be informed of arrangements for 6th day provision, in writing at least 48 hours before the provision is to commence.

Pupils with special educational needs

Pupils with a statement of special educational need, with an EHCP or in the process of having a SEN Statement or an EHCP should not be permanently excluded except in the most exceptional circumstances. This is because head teachers/teachers will usually be aware of increasing problems of this cohort of pupils before the situation has escalated and should try every practicable means to maintain placements, including seeking LA and other professional advice and support. Where this process has been exhausted the school should liaise with the LA to arrange an interim annual review of the statement and seek advice from the relevant agencies.

If a head teacher decides to permanently exclude a pupil with a statement of SEN, they should use the period between their initial decision and the Governors Review Meeting to work with the LA to see whether more support could be made available, or whether the statement could be changed to name a new school. If either of these two options is possible, the head teacher should normally withdraw the exclusion.

It is extremely important that parents of children with SEN who are excluded from school receive advice on the options available for their child's future education.

Positive handling

We acknowledge that in difficult circumstances staff may need to take action in situations where the use of positive handling may be required. Every effort will be made to ensure that all staff in the school: clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and are provided with appropriate training to deal with these difficult situations should they occur. The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Legislation clarifies the position as far as the restraint of pupils is concerned. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility (10 years old), what would be an offence for an older pupil)
- causing personal injury to any person (including the pupil themselves)
- causing damage to the property of any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise

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The Act also defines to whom the power applies as follows:

- any teacher who works at the school
 - any other person whom the Head Teacher has authorised to have control or charge of pupils.
- Specific mention is made of support staff, teaching assistants, learning support assistants, learning mentors and lunchtime supervisors

Procedures For Providing Children With Opportunities To Discuss Appropriate Behaviour

- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (see RSE curriculum)
- A clear focus for work on relationships and feelings as part of the RSE work throughout school
- A programme of religious education which includes ethical issues (see RE curriculum)

Liaison with Parents

Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

External support

If the behaviour is regular and having an impact on the learning of any child, a referral to the SENCO should be considered. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at in as pupil progress meeting, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

- Cognition and Learning Service
- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing Impaired
- Teacher for Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Doctor
- Social Services
- School Nurse

Monitoring

In light of this policy the senior leadership team will continually monitor the behaviour throughout the school. A record is kept of red incidents and amber warnings on CPOMs and action is taken when necessary. Agreed changes to this policy will then be incorporated as necessary. This is also monitored by GB at each meeting via the Headteacher's report.

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Anti-Bullying Policy

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” 2018 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

1) Policy objectives:

- This policy outlines what Platt CE Primary will do to prevent and tackle all forms of bullying.
- Platt CE Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

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

- Behaviour policy (part of this policy)
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

3) 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

4) Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

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5) Definition of 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 can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
 - Bullying related to physical appearance
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Bullying related to physical/mental health conditions
 - Physical bullying
 - Emotional bullying
 - Sexual bullying
 - Bullying via technology, known as online or cyberbullying
 - Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith.
 - Bullying related to ethnicity, nationality or culture.
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

Platt CE Primary 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.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.

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- 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.
- 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.

8) Responding to bullying

The following steps may 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 promptly 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.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership 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, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- 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 ensure that the concern is fully investigated. If required, the DSL 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 in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying:

When responding to cyberbullying concerns, the school will:

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- 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:
 - Support 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 school searching and confiscation policy.
- 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 bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

Supporting pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how 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, 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 (CYPMHS).

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 behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

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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 (CYPMHS).

Supporting adults

Platt CE Primary 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:

- o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- o Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- o 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 schools' behaviour and discipline policy.
- o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- o Reassuring and offering appropriate support.
- o 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.

Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

9) Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

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Source: DfE guidance

- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

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Source: DfE guidance

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) 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 Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

13) Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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SEND

Changing Faces: www.changingfaces.org.uk

Mencap: 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

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) 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

DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

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

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual

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- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying.

PLATT C.E. PRIMARY SCHOOL BEHAVIOUR SYSTEM

APPENDIX 1:

All of God's children have the right to learn, be respected and be treated as individuals.

It is everyone's responsibility to support each other in becoming positive citizens of God's global world.

<p>MEGA STAR</p> <p>To recognise behaviour and learning that exceeds green behaviour for the individual.</p> <p>A good Christian role model for others within the school and wider community.</p>		<p>MEGA STAR</p> <p>25 mega stars will equal a postcard sent home.</p> <p>Every 150 mega stars is rewarded.</p>
<p>Green behaviour:</p> <ul style="list-style-type: none"> We treat ourselves and others with respect and politeness. Good presentation. Good listening and looking. Following instructions. Keep ourselves and others safe . Following the examples in the Bible we have learnt about. Know that learning might not always be easy but that it is ok and we must keep trying. Use our PLATT'S learning tools. 	 <p>VERBAL WARNING</p>	<p>A green learner makes good progress and helps everybody feel respected, valued and safe at our school.</p> <p>Is prepared and developing skills to be a lifelong learner.</p>
<p>Amber behaviour*:</p> <ul style="list-style-type: none"> Stopping others or themselves from learning. Not ready to learn. Being disrespectful . Not taking care of school or others property. 		<p>Possible consequences:</p> <ul style="list-style-type: none"> Time out. Missed playtime in the classroom. Working outside the class or in another classroom. <p>There will be time to reflect and discuss with a member of staff.</p>
<p>Red behaviour*:</p> <p>Continuing amber behaviour.</p> <p>OR</p> <ul style="list-style-type: none"> Swearing. Vandalism. Actively putting ourselves or others in danger. 		<p>Will be sent to the Headteacher or a Senior member of staff.</p> <p>Possible consequences:</p> <ul style="list-style-type: none"> Headteacher will contact parents. Missed playtime. Possible exclusion from school, the classroom, clubs and other activities for a length of time. Adjusted timetable.

We aim to NEVER have reds in this school. Some children may have individual behaviour plans.

*Amber and red behaviour will be monitored by the senior leadership team. Noticeable changes in behaviour may be discussed with parents.

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Source: DfE guidance

APPENDIX 2: Racial incidents policy

This policy has been developed being mindful of our aim to provide an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

Roles and Responsibilities

- The governing body is responsible for monitoring the policy.
- The Headteacher is responsible for implementing the policy and procedures.
- All members of the school community are responsible for following the procedures.
- The LA will advise schools on the management of racial incidents and the findings from its monitoring.

Recording the Racial Incident Investigation

The Headteacher has overall responsibility (which may be delegated to an appointed senior member of staff) for managing racial incidents. She should ensure that the school has:

- Made it a requirement to investigate, record and report where there is a perception that a racial incident may have taken place.
- Communicated the school's commitment to tackling racial incidents to all members of the school community, including provision for this procedure to be made available in community languages where appropriate.
- Completed the Racial Incident Monitoring Form (see Section C) as soon as possible after an incident has taken place.
- The online Racial Incident Form for the Department for Education should also be completed.

The Racial Incident Monitoring Form should be kept in a confidential central file for internal monitoring purposes. It should not be sent to the LA. These forms will be kept for 25 years.

Management of Racial Incidents

Guidelines from the Department for Education can be accessed from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409061/preventing_and_tackling_bullying_october2014.pdf

a) Considerations for All Incidents:

- Record the incident on a Racial Incident Monitoring Form (see Section C) in any instance where the victim or perpetrator is a pupil.
- Keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.
- Consider any curriculum implications, including the need for a special assembly or changes to the school's behaviour code or other policies.
- Support for the Victim (if a pupil). *See 4b.*
- Support for the alleged Perpetrator (if a pupil). *See 4c.*
- Consider if there is a child protection issue in this case.

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Source: DfE guidance

b) Support for the Victim (if a pupil)

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken. An interpreter/translator may be needed at the meetings.
- Reinforce the school's commitment to tackling racist incidents.

c) Support for the alleged Perpetrator (if a pupil)

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that his/her behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher and he/she should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant pupil(s) of any investigation and the outcome.
- The Headteacher should consider the use of a full range of sanctions including the use of fixed term or permanent exclusion.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer (if appropriate) and reinforce the school's commitment to tackling racial incidents.

d) Dealing with Members of Staff as alleged Perpetrators or Victims

All members of staff are required to abide by the School's Equal Opportunities and Race Equality Policy. Substantiated racial discrimination by any member of staff towards pupils may be considered as misconduct and the perpetrator may be subject to disciplinary action. In the event of such an allegation being made against a member of staff, the Headteacher or his/her nominee should investigate the allegation in accordance with the relevant Disciplinary Procedures. All members of staff have the right to use the school's grievance procedure if they suffer discrimination and cannot get satisfactory management support. The governing Body and Headteacher have a duty of care towards employees, and must ensure that they address any complaints from employees about discrimination by pupils, parents or colleagues, and provide appropriate support and referrals as necessary.

e) Dealing with Members of the Public as alleged Perpetrators

Racially motivated conduct by members of public requires an immediate response. The following procedure is to be followed in cases of racial incidents involving a member of the public:

- The incident to be reported to the Headteacher as soon as possible.
- The police to be informed of incidents involving violent, threatening or abusive behaviour.

4. Managing the impact of racial incidents in the school and the community

- Racist graffiti or slogans should be reported and removed immediately or within 24 hours.
- Racist literature, badges and insignia should be confiscated immediately, giving a clear explanation setting out the reasons why the property has been confiscated. The confiscated property should be handed to the police in criminal proceedings or returned to the pupil or his/her parents at an early opportunity, as appropriate. A teacher may not deliberately destroy a confiscated item unless such action is necessary in the immediate interests of safety.
- If the incident has caused damage or is seen as a threat of damage to a person or property, it may be appropriate to call a special meeting either with staff only or with pupils to discuss what has happened. Support and advice may also need to be sought from the Local Education Officer, the Police, the local Racial Equality Council, a Victim Support group or another appropriate agency. See section A17.

5. Reporting to the Police

Violent, criminal or other serious racial incidents may be reported to Kent Police. This applies to all racial incidents brought to the attention of the school, regardless of the relationship of the parties to the school. Kent Police have the discretion to decide to pursue action based on incidents.

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Violent, criminal or serious incidents should also be reported to the LA through the Local Education Officer.

6. Reporting information to parents, governors and the LA

The governing body will receive a termly report on any racial incidents in the Headteacher's report to governors

The school will report annually to the LA on racial incidents during the preceding year. The LA will send a data collection form to the school for this purpose and ensure that schools, together with senior LEA officers, are informed of the outcomes of its monitoring, so that any trends or concerns can inform school planning and curriculum development.

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