SAST
SHERBORNE AREA SCHOOLS' TRUST

Behaviour and Relationship Policy

This policy is updated at the start of the academic year.

Our school is invested in supporting the very best possible relational health between:

- Parent/Carer and child
- Child and child
- Child and school staff
- Parent/Carer and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

1.   Our aim is to make school a happy and enjoyable place for everyone through:

- **Interactions that are socially engaging**
- **A fair approach when dealing with behaviour that is unacceptable**
- **Helping people/ children who are being bullied**
- **Giving effective help to bully and victim**
- **A whole school commitment to stop using harsh voices, shouting, criticisms and shaming**
- **Providing pedagogic interventions that help staff to get to know children better on an individual basis so that they can adjust expectations around vulnerable children**
- **Nurturing staff so that they feel valued and supported**
- **Providing high quality staff development in the art of good listening, dialogue, empathy and understanding.**

    In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".)
    the aims and objectives of this policy are to develop and maintain

    1. a culture of respect where difference is valued
    2. a system of support for children who have been bullied
    3. a system of clear, fair and consistent responses to incidences of bullying

2.   Defining bullying

Our school asked children to define bullying and they responded that bullying is

- **If you hurt the same person a 1st time, a 2nd time, then again (ie repeatedly) physically or by words**
- **If you upset someone over and over again (by mocking/teasing/making fun of/ spreading rumours/ laughing at someone)**

- **One of the worst things that can happen to you**
- **Done on purpose, is rude, it is discriminative (by pointing out differences), repetitive, physical, mental malicious/hurtful behaviour**
- **It's when you are mean to someone and you keep on doing it**
- **People picking on you and when you feel like it's not a joke**
- **When the victim feels it is bullying**
- **When the bully has more power**

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".)
bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

3.   Prevention

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

- the delivery of an appropriate curriculum – our curriculum is based around our adoption of a Right's Respecting Schools culture which is an embedded part of everyday practice of living and learning at St Andrew's CE Primary School

- training for staff to ensure a knowledge about diversity and issues associated with bullying

- the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

4.   Responding & Supporting

Our school asked children about the type of support they would like:

- People to talk to
- Advice
- School posters
- Collective Worship
- Child line
- Parents
- NSPCC
- Peers
- Police
- Social services
- Counsellors
- Being supported inside and outside school
- Having someone they trust so they can regularly check the current situation with the person who is being bullied
- Listening and not judging
- A kind, understanding approach
- Someone trustworthy to confide in
- Talking to someone who won't be judgemental
- For the bully to be dealt with
- Teachers, parents and victims involved in consequences
- Teachers should challenge unacceptable comments

- Teachers should deal with the problem in a timely manner
- Support to tell the bully how you feel
- Listened to by anyone "I would like to be listened to, cared for & supported"
- Follow up on reported incidents – has it stopped?
- Teachers and other children should take on the responsibility to stop bullying, not just the victim

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:

1. Listen to the child who has been bullied and identify the type of support they feel they need
2. Listen to the child who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools recording forms and involve outside agencies (such as Educational Psychologists, EMTAS and Behaviour Support Service) as appropriate.

Child Protection

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children's Services Social Care.

5.   Reporting

Our school has a clear system for gathering information about behaviour within school

6.   Evaluating

Our school will track the outcomes of individual incidents of unacceptable behaviour and bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents.

7.   Resources

Our school / setting is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognises we can talk to our link Educational Psychologist who will support us with work in this area.

8.   DfE resources

DfE Behaviour and Discipline in Schools Guidance:
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

9.   Legislative links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

10.   Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

11.   Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

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12.   LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

13.   SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

14.   Key Documents

i.   Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

ii.   Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils
http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools

iii.   VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying
http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)

iv.   Ofsted. Children on bullying A report by the Children's Rights Director for England
http://www.ofsted.gov.uk/resources/children-bullying

v.   Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008
www.ofsted.gov.uk/resources/**children-bullying**

vi.   The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. www.homeoffice.gov.uk/**equalities**/**equality-act**

vii.   The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594

viii.   Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012
www.ofsted.gov.uk/inspection-**reports**/**surveys**/forthcoming-**surveys**

ix.   Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society
http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf

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15. INFORMATION ABOUT HOW TO ACCESS TRAINING FROM THE LOCAL AUTHORITY

Through CPD online you can access a comprehensive 1 day training package that explores:

- What being bullied means to children/ young people

- The issues they face when they try and deal with their feelings

- The need for some adults to change their views about bullying

- A review of school anti-bullying policies

- How children / young people can be encouraged and facilitated to create their own school anti-bullying policy

- How to ensure "buy in" to any anti-bullying policy

- How a school can gain the views of children / young people about bullying

- How school's can take before and after measures to measure success.

- How school's can place children and young people at the centre of what they do

For further support you can also ask your link Educational Psychologist about commissioning support to take you through all the steps in the process of creating a young person centred anti-bullying policy for your school.

7.1 If the bullying/prejudice related incident is connected with one of the protected characteristics under the Equality Act 2010 (race/ethnicity, sex/gender, disability, sexual orientation, gender reassignment, pregnancy/maternity) you may wish to contact the Ethnic Minority and Traveller Achievement Service (EMTAS) (01305 228300) who can arrange bespoke training.

EMTAS will also be offering training in the above areas, which will be available through CPD online.