Camp School Behaviour and Anti-Bullying Policy

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Camp is a place where

we actively celebrate diversity

and

show respect for each other and the wider world

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RELATED POLICIES AND NATIONAL GUIDANCE

This policy should be read in conjunction with:

- The school's Statement of Behaviour Principles
- Exclusions Policy
- Restrictive Physical Interventions Policy
- Child Protection Policy

- Complaints Policy
- School Equalities Scheme
- Special Educational Needs Policy

This policy is based on the principles set out in Government and Hertfordshire Local Authority's guidance:

- DfE: Behaviour in Schools. Advice for Headteachers and school staff. February 2024. Behaviour in Schools - Advice for headteachers and school staff - GOV.UK
- DfE: The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 The Equality Act 2010 and schools
- DfE: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE: Guidance for schools where children cannot attend school due to additional health needs (updated Dec 2023) Additional health needs guidance
- Hertfordshire Children's Services Local offer guidance on exclusions and part time timetables for pupils with SEND https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/get-help-to-access-learning/exclusions-and-part-time-timetables.aspx (updated August 2019)
- DfE Searching, screening and confiscation: Advice for schools July 2022 Searching, Screening and Confiscation - GOV.UK
- DfE Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017 Preventing and tackling bullying

AIMS

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Our policy is to enhance a child's self-esteem and respect for others and their environment both within school and the wider community. Through this shared belief we aim to promote meaningful and effective learning in a positive and friendly atmosphere where children learn to make the right choices for the right reasons. All aspects of this policy apply equally to all pupils regardless of sex, race, religion or belief, disability, or sexual orientation in line with our duties under the Equalities Act 2010.

CONTEXT

At Camp, we follow the principles of Therapeutic Thinking - Relational Practice. This is one of the local authority's preferred approaches to supporting positive behaviour management in schools. The approach forms part of the authority's emotional well-being and behaviour strategy and has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

This policy outlines the way in which we manage children's behaviour in school and elsewhere under the charge of a teacher including on school visits. As stated in our school's Statement of Behaviour Principles, the school's Behaviour and Anti-Bullying Policy will apply to all pupils being educated in school, when engaged in school-run activities such as clubs and educational trips (residential and non-residential) and when travelling to and from school. The school reserves the right to take action when the conduct of any pupil at any time adversely affects another student or member of the public, or compromises the reputation of the school or its operations. It is the responsibility of parents or guardians to ensure good behaviour of their children, and the school will work with them to resolve situations where expectations are contravened.

INTRODUCTION: A THERAPEUTIC APPROACH TO MANAGING BEHAVIOUR

Therapeutic Thinking is based on the principle that there are better ways of changing behaviour than through the use of punishments or threats, and rewards as bribes, which can be ineffective (except for in the short-term) and sometimes harmful. This approach emphasises using preventative strategies and de-escalation techniques, rather than relying solely on reactive strategies. It is through changing the feelings that underlie behaviours that we can best change them: by creating positive experiences we may create positive feelings and thus positive behaviours. If we really want to help children to learn and develop in terms of their behaviour - to demonstrate "valued" behaviours - then we need to have a culture that is rooted in understanding the feelings and experiences that lie behind the child's behaviour. Protective and Educational Consequences are used in place of punishments.
Camp is an inclusive setting that promotes equality of opportunity. We appreciate that children are individuals and that, as a result, different strategies will work to motivate them; we do not endorse a one-size-fits-all approach to managing detrimental behaviour and encouraging valued behaviour.

Our staff are all given regular training and support on this approach.

BEHAVIOUR EXPECTATIONS AT CAMP

We expect all children to follow our four Golden Rules:

- To be kind
- To show respect to others, themselves and the environment
- To keep themselves and others safe
- To try their best with their learning

We also expect our pupils to respect the rights of others including:

- to be heard
- to be valued
- to feel safe, supported and looked after
- to have some time to relax and play
- to learn and enjoy learning

Breaches of our behaviour policy include any behaviours that contradict our Golden Rules or where the behaviour fails to respect the rights of others. These behaviours are divided into 4 levels of seriousness:

Level 1: Low level unacceptable behaviour

Not following one or more of the golden rules results in little or no harm but may cause disruption to teaching and learning. This includes but is not limited to:

- Using a put-down (one-off)
- spoiling someone else's work
- Interrupting/calling out when others are speaking
- Rudeness, including answering back
- Failure to follow instructions
- Disrupting the learning of others
- Running rather than walking around the classroom/school
- Telling lies
- Graffiti on workbooks

Level 2: moderate level unacceptable behaviour

persistently not following the golden rules and/or deliberate acts that cause some harm. This includes but is not limited to:

- any of the above being repeated despite reminders or re-direction
- serious mis-use of school property
- laughing at someone's contribution or viewpoint
- refusal to work

Level 3: Serious unacceptable behaviour

persistent level 2 behaviours and/or behaviours that cause emotional or physical harm usually through intentional behaviours. This includes but is not limited to:

- any of the level 2 behaviours above repeated over time
- name calling
- physically hurting others (e.g. kicking, biting, hitting, pinching)
- swearing
- stealing e.g. from a lunchbox
- throwing an object at others or across a room/ space in anger
- absconding from the classroom

- inciting other children to misbehave
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Level 4: Extremely serious/ dangerous behaviours

persistent level 3 behaviours and/or behaviours that are unsafe and do, or could, cause significant emotional or physical harm. Usually deliberate. This includes but is not limited to:

- any of the level 3 behaviours repeated over time
- Bullying: persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, punching where there is an imbalance of power
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age or sexuality
- Persistent deliberate disruption to the learning of others
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Racist remarks
- Possession of legal or illegal drugs, alcohol or tobacco
- Absconding from the school grounds
- Throwing items in anger at someone
- Refusing to comply with disciplinary consequences
- Stealing valuable items e.g. IT equipment
- Swearing or threatening language towards others
- Fighting or aggression towards adults or children
- Possession and/or use of a weapon of any kind either actual or threatened.
- Physical assault on adults or children
- Damage to property
- Inappropriate use of mobile phones

PREVENTATIVE STRATEGIES

Our emphasis is on promoting the positive and teaching children how to demonstrate valued behaviours. The whole school community is expected to promote valued behaviour (behaviours intended to help others e.g. helping, sharing or co-operating and behaviours that conform to rules and/or are socially acceptable).

Adults will therefore:

- act as role models of following the golden rules
- behave calmly and consistently
- build good relationships with other staff and pupils
- show that they care
- establish clear expectations and routines in their classrooms
- give first attention for best conduct

- use praise and encouragement to acknowledge valued behaviours
- teach valued behaviour
- give a high level of challenge along with support
- ensure the classroom's physical environment is set up to encourage independence, aids accessibility, and where displays are used to value the achievements of all.

Staff are expected to plan to prevent behaviour from becoming difficult or challenging.

Rules, rights and responsibilities

All children are taught the Golden Rules and our Statement of Rights and Responsibilities. They form a central part of our PSHCE curriculum and are displayed in classrooms and in other areas of the school and the playground. They are used when talking to children about what behaviours are expected of them. It is important that children understand their rights and the responsibilities that go along with these (see below)

PSHCe

Personal, Social, Health and Citizenship education is a highly valued area of the curriculum at Camp. It is taught across all year groups on a regular basis as well as through assemblies. Our PSHCe lessons include explicit teaching of valued behaviours and important issues such as bullying.

Reducing stress and anxiety

Children cannot learn if they are feeling stressed or anxious so we ensure that there is time within the curriculum for children to relax through: mindfulness activities, 'Rest & Relaxation' (R&R) sessions, regular time for learning outdoors, opportunities for children to make choices.

GOLDEN RULES			
We are KIND	**We show RESPECT for ourselves, others and the environment**	**We keep ourselves and others SAFE**	**We TRY OUR BEST with our learning**

OUR STATEMENT OF RIGHTS & RESPONSIBILITIES

Teachers have the right to teach and children have the right to learn.

We all have the right to feel safe all of the time.

	OUR RIGHTS	OUR RESPONSIBILITIES
Kindness and respect	**To be heard** To be able to express our opinions and feelings; and have these taken into account.	**To listen** To others and respond politely and respectfully. To take the feelings and views of others into account.
	To be valued *To have an education that develops our personality and talents and celebrates diversity.*	**To value and include others** *To value the talents and personalities of others. To respect other's beliefs and cultures. To welcome others and treat them as if they matter.*
Safe and healthy	**To feel safe, supported and looked after** *and to be taught how to stay safe.*	**To think about others' feelings before I act** *Not to say or do things that will hurt others or make them feel unsafe.*
	To have some time to relax and play *To have time for fun as part of learning and also have some time to rest, relax and play. To learn about how to keep my body and mind healthy.*	**To remember to look after myself** *To eat well, rest and exercise to keep my body and mind healthy.*
Learning	**To learn and enjoy learning** *To a range of learning activities that help me to develop my abilities in all subjects of the curriculum, including cultural and artistic activities. To develop my learning skills and behaviours.*	**To use my learning behaviours to be the best learner that I can be.** *Not to stop others from being able to learn.* *To help others to learn something new.*

Learning behaviours

We want children to learn to take responsibility for their own behaviour and learning; one way in which we teach children about this is through the teaching of 'Learning behaviours'. We encourage children to challenge themselves, take risks and try new things. The four learning behaviours are:

Resilience: Eric the Spider **(emotional aspects of learning / feelings)**	**Resourcefulness: Timothy the Squirrel** **(cognitive aspects of learning/thinking)**
• I keep on trying (persevere) • I stay focused and manage distractions • I become absorbed in my learning • I notice things	• I ask questions • I use my imagination • I use resources to help me • I make links in my learning • I can reason
Reflectiveness: Amelia the Fox **(strategic aspects of learning/managing)**	**Reciprocity: Scarlett the Ant** **(social aspects of learning/relating)**
• I can plan • I can be flexible and change my plans • I learn from my successes and mistakes • I know how I learn	• I can try on my own and also work with others • I listen carefully to others (and empathise) • I can be brave and speak with confidence • I can collaborate and compromise in a group • I learn from others

Circle times

Every class holds a weekly circle time meeting. We follow an approach using training by Peace Education and use a range of activities, games and discussion/learning points to deliver circle times. The purpose of these meetings is to ensure each child feels that they are a valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to. These meetings also offer the chance to model and teach children valued ways to behave and to address concerns that the children may have in relation to learning or friendships.

Strategies for managing behaviour positively

There are many ways that teachers and other school staff can keep the behaviour in the classrooms positive and to reduce the occurrence or disruptive, difficult or dangerous behaviours. Where detrimental behaviours can be anticipated, teachers should plan strategies to minimise or prevent these e.g. through regular use of the sensory room for an individual.

RECOGNISING AND PROMOTING PRO-SOCIAL BEHAVIOUR

In order to support the children's awareness of valued behaviours and to show them how much they are valued, we use several systems:

- ***Celebration assembly:*** This is a special assembly held at the end of the week to celebrate positive behaviours and achievements linked to the Golden rules, our PSHCe themes or Learning behaviours. Children receive a sticker and a certificate so that they can share the good news with their families.
- ***Pasta jars:*** Class teachers can use a 'pasta jar' to recognise and reward collective achievement. Pasta can only be added to by adults and should not at any point be taken out. Once the pasta jar is filled the class may choose to do a celebratory activity. Pasta can be awarded for valued behaviours linked to the golden rules, statement of responsibilities and learning behaviours. Children should be told the specific reason pasta is being given so that the child knows what they have done well.
- ***Postcards to parents:*** The Headteachers or class teachers may, from time to time, write a postcard to a child and their family to congratulate or thank a child for a particular behaviour or achievement.

RESPONDING TO DIFFICULT OR DANGEROUS BEHAVIOURS

Children have to be taught how to show valued behaviours. They make progress in their behaviour just as they do with their skills and knowledge in all areas of the curriculum. As they develop empathy and an understanding of the consequences of their behaviour, they will become better able to self-regulate their behaviour and make good choices.

Effective use of language

When faced with difficult or dangerous behaviour our staff will respond in a way that is most likely to reduce anxiety and make the situation better. This means:

- using positive phrasing (saying what behaviour you want to see)
- giving a limited choice
- disempowering the behaviour (reducing attention for difficult behaviours)
- using logical consequences.

Consequences

Where children do not follow the Golden Rules or the Statement of Responsibilities despite being reminded or where significant harm has been caused, staff may use consequences to reduce any further harm or disruption ('Protective consequences') and to teach the children how to use valued behaviours ('Educational consequences'). An educational consequence must always be given following a protective consequence to ensure that children are given the opportunity to learn from their mistakes. Longer term protective consequences may be needed if it is likely that the same harmful behaviour will be repeated. For example, a child may be asked to have their playtimes inside for a period of time and work to re-earn that freedom.

Sequence of responses and consequences:

A clear request or instruction from a member of staff is expected to be sufficient to correct low-level unacceptable behaviour. However, if this fails to correct the behaviour or a single incident is sufficiently serious, the following sequence of responses and consequences will be used.

Quick glance overview:

Positive strategies

e.g. to distract & refocus/ reduce anxiety/ ignore secondary behaviours/praise others

⇩

Reminder

Reminder is given of the specific behaviour required

⇩

Warning

Warning of the certain consequences is given

⇩

Scripted conversation:

It may be appropriate to use a scripted conversation here to reset and return the learner to their work/activity

⇩

Protective consequence

These are put in place, where needed, to ensure everyone can learn and is free from harm.

⇩

Educational consequence:

Logical consequences are put in place intended to help change behaviour in the longer term

⇩

Reflect:

Discussion often using a think sheet completed by or with the child to aid the learning process.

⇩

Repair & restore:

A chance to rebuild relationships and make reparations - put things right and move forwards e.g. a restorative conversation.

Levels 1 and 2: Responses and consequences for low level difficult behaviour

In lessons, low-level difficult behaviour should be dealt with quickly and in a low-key way to reduce any disruption to learning. Behaviours at this level include behaviours where the golden rules have been broken resulting in little to some harm, though they may be disruptive to their own and others' learning.

Sequence of responses for low-level behaviours:

- Teachers should draw on a range of **positive strategies** such as:
  - Distract and refocus
  - Reduce any anxiety (e.g. offer support)
  - Ignore secondary behaviours
  - Praise others for making good choices
  - Tactical ignoring
  - Non-verbal cues

- **Reminder** – the adult will remind the child of what they want them to do.

- **Warning** – as above and the adult will also remind the child what logical consequences will follow if they continue to make the wrong behaviour choice

- **Use of scripted conversation** (e.g. 30 second script or reset and return script)

- **Protective consequence** is given to ensure that others are able to learn or play e.g.
  - Time-in: work is completed at a quiet table in the class/ sit at quiet bench outside if playtime
  - Time-out: work is completed in the neighbouring class (parents will be informed of this)
  - We have an afternoon triage space with a designated member of staff to support children needing time out of their classroom (parents will be informed of this)

- **Educational consequence** – a consequence related to the behaviour is given e.g.
  - Tidy up mess made
  - Practise lining up
  - Re-do/ finish work in own time

- **Make amends** – if appropriate a child may be asked to apologise verbally or in writing or have a **restorative conversation** to repair any damage to a relationship.

- If the behaviour is classed as level 2, the child should complete a **'think sheet'** to reflect on their feelings, behaviour and its consequences. This can be used as part of the planning for making amends.

- Behaviour incidents at level 2 will be **recorded** on CPOMS by the class teacher.

Levels 3 and 4: Responses and consequences for serious or dangerous behaviour

Behaviours at levels 3 and 4, are unsafe and do, or could, cause emotional or physical harm

Sequence of responses to serious and extremely serious behaviours:

- **Red card / Walkie Talkie-** if the behaviour is unsafe and could or has caused significant harm (level 4), a member of SLT must be called for by sending a 'red card' to the office or by use of a walkie talkie to ask for a member of SLT to come to the classroom.

- **De-escalation** - all staff should focus on de-escalation as the most appropriate and effective way to manage difficult or dangerous behaviour. This means changing either the experience itself or the feelings that the experience is generating in the child. Where a child is in distress staff will use our agreed **'de-escalation script'**

- **Emotional Recovery** - once the situation has been made safe, if the child is still feeling anxious or angry, they will be given some time and space to recover emotionally. Spaces that can offer this include: the sensory room, the allotment, Sheldon the tortoise's room. An adult will always be present or watching from nearby.

- **Reflecting, repairing and restoring -** after an incident where harm has been caused and once the child has had time to calm, they will be helped to reflect on what has happened, how they and others feel and the effects of the incident. They will be guided to think about how they can repair any damage done (physical or emotional) and how to restore relationships with those affected. **Staff will use 'think sheets' to support this process**. Younger or less able children may use drawings or just talk these questions through with an adult. Alternative approaches such as co-creating a comic strip to illustrate what happened and what other choices could have been made may be used for some children. Reflection will only be effective once the child is feeling calm so there may be a necessary delay between an incident and the reflection process. Adults will stress that it is ok to make mistakes as long as you learn from them. Think sheets will be kept in behaviour files or uploaded to CPOMs.

- **Consequences -** Consequences at levels 3 and 4 will be timely, fair and reparative (e.g. writing an apology letter). This may involve the loss of play or lunchtime. Any behaviour at level 4 will be dealt with by a member of SLT who will decide on most appropriate protective and educational consequences. Protective consequences may include an individual behaviour agreement or report card, longer term loss of privileges or suspension. The school will work closely with relevant external agencies to support a child where level 4 behaviours are repeated.

- **Incidents at levels 3 and 4 should be recorded by the class teacher or SLT member on CPOMS. The child's parents will also be informed (verbally or via a letter or email).**

- If harmful and/or unsafe behaviours are frequent for a child then we will analyse their behaviour further using theTherapeutic Thinking tools which may lead to creating an individual therapeutic plan – see below.

- **Malicious allegations** by pupils against staff will be taken very seriously. The Headteacher and parents will be involved and carefully considered actions will be taken. This could include a suspension or permanent exclusion.

Individual Therapeutic Plans

Some children, including those with SEND relating to behaviour, will find it continually difficult to follow the rules and therefore they will need an individualised approach to support them. If a child is having a lot of difficulty with behaviour, SLT or the SENCo will call a **behaviour review meeting** involving relevant staff and the parents of the child. We understand that behaviour is often a form of communication and as such we aim to work with children and their families to find out what experiences and feelings might underlie difficult or dangerous behaviours. We use a range of tools to aid our understanding of what the possible causes might be (including: Early Prognosis, Anxiety Analysis, Predict and Prevent and Therapeutic Tree). We use the Therapeutic Thinking Graduated Response chart to help us assess whether we should write a Therapeutic Plan for that child which will be shared with parents/carers. We work closely with external agencies to ensure that children and their families receive support where it is needed.

The child's class teacher will manage the Therapeutic Plan and it will be the responsibility of the teacher to brief and deploy support staff effectively. Any questions about the day-to-day management of the plan will be directed to the class teacher in the first instance.

A member of the SLT will make a decision about accessing external agency advice or exclusion (see below).

A Therapeutic Plan is a working document and will be updated as and when needed as well as being formally reviewed on a termly basis by the class teacher with the support of the SLT and the SENCo.

It may also be appropriate to complete one or more of the following:

- Safety and support plan (if the child is a risk to others)
- Early help module (if multiple agencies are needed to support the child)
- Pastoral Support Plan (if the child is on a reduced timetable or at risk of exclusion)
- Risk and Management Plan (RAMP) (if the child is exhibiting sexualised behaviours)

Exclusions

It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Headteachers and Governors reserve the right to exclude pupils who put others at risk. See exclusions policy for details.

Part-time or reduced timetables

In exceptional circumstances, there may be a need for a child to be placed on a temporary part-time timetable. This will be in instances where being in full time education is not considered to be in the best interests of the child's mental or physical health. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure where their behaviour is persisting in causing harm to others despite all attempts to prevent it. This is a time-limited arrangement and will include a plan for support (using Herts Reduced timetable Reintegration Plan) and dates for regular review as well an end date. This will always be discussed and agreed with parents and the aim will be to work towards the child attending school full time. Where a part-time timetable is put in place, the Local Authority will be informed by the Headteachers and the child will be supported by a Pastoral Support Plan. Information (unnamed) about children on part-time timetables will also be shared with the Governing body to help them fulfil their role in monitoring the school's provision *(see Herts guidance for part time tables)*

SEARCHING, SCREENING AND CONFISCATION

On the rare occasion that we need to search and screen pupils we will do so in accordance with government advice and statutory guidance *(Searching, screening and confiscation: Advice for /headteachers, school staff and governing bodies, July 2022* *Searching, Screening and Confiscation - GOV.UK)*. The Headteacher and staff they authorise, have a statutory power to search a pupil or their possessions and confiscate items if they have reasonable grounds for suspecting that the pupil may have a prohibited item in school (e.g. a weapon, illegal drugs, stolen items, any item that the pupil may be intending to cause damage or injury with). In addition to the items outlined in the above document, staff may also search for mobile phones, medicine and/or items suspected to have been stolen. Children in Year 5 and 6 who walk to and/or from school on their own, can bring mobile phones into school, but they must hand them in to the school office, who will lock them away safely. They will be given back at the end of the school day. Any medicine should be handed in to the school office with a completed form and parental consent.

REASONABLE ADJUSTMENTS

We expect all children to follow the Golden Rules. However, this will be more difficult for some children at certain times. This may be due to a Special Need or Disability, or trauma and attachment issues . To support children with difficulties that affect their behaviour, additional measures may include:

- ✔ Regular meetings between teacher and parent/carers.
- ✔ Home-school contact book
- ✔ Short term goals and targets linked to their provision map
- ✔ Involvement of external agencies
- ✔ Therapeutic Plan or similar (e.g. safety support plan or Early Help)

- ✔ Meetings with the SENCo (Special Educational Needs coordinator)
- ✔ Constructive indoor play at lunch or play times
- ✔ Social stories

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the rules (e.g. where a child has an Education Health Care Plan, is developmentally delayed or attachment and trauma experiences affect ability to follow rules). Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, the class teacher, SENCo and parents/carers.

PLAYGROUND BEHAVIOUR

Play and lunchtimes should be a positive experience for children and therefore children are expected to continue to follow the Golden Rules when out on the playground. We have a range of positive measures in place to help ensure that play and lunchtimes are fun for all:

Playground activities: these are managed by the sports council (Y5 and 6 pupils) and staff play leaders to ensure that there is a good range of activities to keep the children busy.

Peer mediation: Year 5 and 6 peer mediators use conflict resolution techniques on the playground to support children to solve their own minor disputes. They also support children to join in with games and will lead activities for younger pupils.

Lunchtime club: (led by librarians for Years 2 - 6)) an inside option identified for key children at certain times and overseen by a member of staff.

Buddies: Each Reception child is paired with a Year 5 child who becomes their buddy. The buddies support the younger children to manage lunchtimes especially at the beginning of the year.

Lunchtime rota: a nominated member of the Senior Leadership Team (SLT) is on duty every lunchtime to support with any behavioural issues.

ANTI-BULLYING APPROACH

What is bullying?

Bullying is ***'the repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online'*** *(definition from Anti-Bullying Alliance website 2026. This definition is based on research from across the world over the last 30 years)*. With the children, we talk about STOP - Several Times On Purpose.

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling, 'baiting'.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion, 'baiting,
- **Indirect** - Can include the exploitation of individuals.

Bullying 'is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and Tackling Bullying, DfE 2017)

We recognise that where bullying occurs it can have a seriously detrimental effect on the child's self-esteem, their educational progress and their achievement.

We work hard to ensure that all members of the school community understand what constitutes bullying and that everyone is alert to signs that bullying might be taking place.

We also acknowledge that 'bullying is often more nuanced than the straightforward binary oppositions of a 'bully' and 'victim' – bullying is multifaceted, regularly involving groups; ... often involving vulnerable children who both bully and are bullied.' (https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/exclusions-and-bullying)

Signs and symptoms of bullying

Children may:

- not want to go to school
- be frightened to walk to and from school
- become withdrawn from family and friends
- show a decrease in attainment and/or progress in school work
- change their eating habits; not eating at lunchtimes.
- cry themselves to sleep
- ask for money (may be the victim of extortion).

The school will also be alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, the use of homophobic, transphobic, sexist or racist language will be challenged whether or not it is targeted at an individual.

Actions to prevent bullying

We use curriculum opportunities, especially through our PSHCe lessons to teach the children about bullying. This includes:

- the different types of bullying
- the four main elements of bullying (repetitive, intentional, hurtful, imbalance of power)
- the distinction between bullying and other forms of unacceptable behaviour
- when 'banter' becomes bullying
- the role of bystanders
- Protective Behaviours teaching
- What to do if you're worried that someone is being bullied
- What to do if you are being bullied (who to tell and how to respond)

Every Autumn term we hold an 'anti-bullying week' across the school and use assemblies and in class learning opportunities to focus on learning about bullying, its effects and the role all of us can play in preventing or responding effectively to it. This time is also used for an annual staff training refresher on the theme.

We draw on resources from organisations such as The Anti-bullying Alliance, the NSPCC and Childline.

We also work to prevent bullying from occurring by: closely monitoring children who are known to have previously shown bullying behaviour, ensuring that all children involved in disputes have a fair hearing, encouraging children to play games that don't involve lots of physical contact and we ensure that all staff are aware of vulnerable children providing additional support and supervision where necessary.

Responding to bullying

We know that it is important to acknowledge that bullying does happen. At Camp, we foster a talking culture, where children are encouraged and supported to talk about their worries and where adults will listen to them. We use Protective Behaviours to support this. We know that in order to stop bullying any hurtful behaviour must be brought out into the open, discussed and dealt with.

Fact-finding: If a child discloses that they, or someone else, is being bullied their class teacher will first speak to the child to try and find out as much as they can and ensure that the child is safe. It is also important that they find out who else is involved as it is rarely a one on one behaviour and anyone encouraging the bullying should also be identified. If, in their judgement, the class teacher decides that bullying behaviour may be taking place, an initial investigation will be conducted. The information from this investigation will be recorded electronically on CPOMs and will be reported to the Headteacher or a member of the Senior Leadership Team.

Actions: Where the investigation shows that bullying has taken place, action will be taken:

- to support the victim

- to discipline (using educational and protective consequences) and support all of the children involved in carrying out the bullying
- to inform parents/carers of all children involved
- to repair and restore relationships
- to continue to check-in with the victim

Once we have ensured that all children involved are safe, we will discuss with all the children the issues appropriate to the incident and to their age and level of understanding. Sometimes, a problem-solving approach may help, using the model promoted through the SEAL materials and a mediation approach. The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. This can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists and help the children to understand how it would feel to be the victim.

Victims will be supported using the protective behaviours approach. A member of staff they know well will work with them to ensure that they understand that the issue is being taken seriously and that they are not to blame. They will revisit the Protective Behaviours themes and be taught that assertive behaviour, and even walking away can be effective ways of dealing with bullying. They will be supported to think about how to recognise and act on worries. Setting up a 'Circle of Friends' or buddy system, possibly with pupils who already hold a position of responsibility in the school such as in the School Council, may also be beneficial. Protective Behaviours work may also be useful to extend to other children involved.

The perpetrator will be informed that bullying is seen as extremely serious and will be given a series of sessions where they will be able to talk to a member of SLT to try to better understand the effects of bullying on others. Protective and educational consequences will be issued and a time to reflect, repair and restore will be incorporated into the process. External agencies may be asked to provide further support to any of the children involved if this is felt necessary.

Sometimes the perpetrator is playing to an audience to impress and may even be egged on by those present. We will make sure that any witnesses to the incident know that their passive condoning of the incident makes them party to the incident and where appropriate they will also be given protective and educational consequences.

Role of parents

If parents suspect their child is being bullied or is bullying others, we encourage them to talk to us about it, and take all concerns seriously. In the first instance they should arrange an appointment to meet with their child's class teacher, or Key Stage Leader. Where there is a case of bullying, the parents of the perpetrator and their victims will be informed of any incidents and the action that has taken place, and asked to support strategies proposed to tackle the problem.

STAFF TRAINING

All new members of staff are given a copy of this policy, as well as the document 'additional information for staff' which outlines further detail of our therapeutic approach and related resources, as part of their induction and their mentor will support them to understand our approach to managing behaviour. All staff are regularly reminded of the importance of following this policy. Two senior members of staff are trained as Therapeutic Thinking tutors and they lead annual refresher training for all staff as well as providing on-going support to staff in managing behaviour and using the Therapeutic Thinking tools. In addition, staff also receive Attachment and Trauma training as provided by Herts Virtual School.

MONITORING AND EVALUATION

The senior leadership team reports annually to the governors on behaviour and incidents of bullying or racism.