

Twydall Primary School

Behaviour Policy

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Document Change History

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| 20 th May 2024 | 1.0 | Full policy review and ratification by Trust Board 20 th May 2024 |
| 30 th September 2024 | 1.0 | Returned from Trade Union Consultation and ratified by Trust Board |

1. Introduction

At Twydall, we aim for our whole community to be able to achieve and enjoy their learning, in a safe, calm and respectful environment. Our positive motto of “Be Ready, Be your Best, Be Safe” is understood by everyone and ensures consistency of expectations. We build strong partnerships with parents, carers and other professionals, supporting children’s wellbeing and additional needs so that they are safe, healthy and ready to learn.

This is underpinned by the Trust values of CHARACTER: Community, Happiness, Aspiration, Respect, Articulacy, Curiosity, Teamwork, Equality and Resilience, which summarises the qualities we expect from everyone in the Twydall Community and across our Trust.

1.1 Aims and Objectives:

The aims of this policy are:

- To provide a clear, fair and consistent approach to behaviour;
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued;
- To maintain a calm and purposeful working atmosphere;
- To foster, nurture and value strong and healthy relationships;
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do;
- To explain how good behaviour is rewarded and how poor behaviour is sanctioned.

2. Legislation and Guidance

2.1 This policy is based on legislation and advice from the Department of Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

3. Statement of Equality

- 3.1. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitments to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

4. Behaviour Expectations

- 4.1 Our behaviour policy is based upon Paul Dix's 5 principles:

- Consistent, calm adult behaviour, so that staff always approach behaviour in the same calm and controlled way, with the expectation that another adult may step in to support if required;
- First attention for good behaviour, so that positive praise is given to all children who are behaving in the desired way;
- Relentless Routines for all children in all situations, so there is consistency between classes and across the school day;
- Scripted Responses to be used to remind children about their behaviour choices;
- Restorative Conversations between the child and the adult to reflect on their behaviour choices and feelings.

- 4.2 We refer to the Trust 'CHARACTER' values and the three school rules 'Be Ready, Be your best, Be safe' to promote positive behaviour in a consistent way.

4.3 Trauma Informed Practice

Staff at Twydall are trained in Trauma-Informed Practice and are expected to adopt Trauma-Informed approaches when dealing with behaviour.

The Core Principles of this are:

- a positive school ethos and culture, with a strong emphasis on the emotional wellbeing of the school community and shared responsibility for meeting children's needs;
- a focus on developing positive, supportive, non-judgemental relationships within the school community in order to create a school climate that fosters fairness, inclusion, connection and respect for all;
- the importance of building resilience through protective factors, which mitigate the negative influence of risk factors for children with adverse childhood experiences;
- the importance of viewing behaviour as communication and being conscious of the factors underpinning the behaviour. This enables us to respond to the feelings and emotions that drive the behaviour, recognising that not all behaviours are chosen;

- the importance of maintaining clear boundaries and expectations around behaviour. The school environment needs to be high in both nurture and structure, providing predictable routines, expectations and responses to behaviour, whilst ensuring children are safe and cared for;
- the importance of a 'joined up approach' to supporting needs; encouraging parent/carer engagement when trying to make sense of behaviour and implement effective support.

The school recognises the importance of a community where everyone feels like they belong. We foster an ethos of 'belonging'; in our class, in our school and in our wider community to build relationships, resilience and self worth.

4.4 Unacceptable Behaviour

At Twydall, we consider any intentional disruptive or aggressive actions to be unacceptable behaviour. These may include but are not limited to:

- verbal abuse/rudeness/unacceptable language;
- physical violence such as hitting, kicking, spitting or biting;
- sexually inappropriate behaviours including sexual harassment or sexual violence;
- peer-on-peer abuse, which may include bullying;
- discriminatory or hateful behaviour related to a person with a protected characteristic;
- refusal to co-operate with instructions or complete work;
- causing disruption to learning, or other sessions such as assemblies;
- deliberately upsetting or provoking others;
- damage, destruction or theft of resources, equipment or displays.

Unacceptable behaviour may also arise from a contravention of items in other policies, such as Safeguarding, Online Safety or School Uniform.

Each incident will be dealt with by applying the appropriate consequence(s), as judged by the adult(s) handling the issue. They will have regard to further documents such as the Safeguarding Policy (linked to current DfE 'Keeping Children Safe in Education' documentation), the Positive Handling Policy and the SEND/Inclusion Policy, as we acknowledge the school's legal duties under the Equality Act 2010, in respect of pupils with special educational needs and disabilities (SEND).

Twydall supports a high proportion of children with SEND, many of whom present with challenging behaviour related to their needs. It is recognised that it may be necessary to adapt the approaches described in this policy to accommodate the needs of individuals. Some children may have an individual behaviour plan which details the approaches and strategies to be used, where these differ from the standard procedures described in this policy.

At all times, it is important that we praise or discourage the **behaviour** rather than the **child**. Staff will be involved in co-regulating behaviours, but will also support pupils to identify their own needs and to develop their ability to self-regulate and make positive changes.

4.5 High Quality Teaching

We expect that quality first teaching will ensure good behaviour through good classroom management and a variety of teaching methods and adapted approaches. At the beginning of each school year, teachers work with the children and support staff to write a set of rules for use in their own classrooms. These are then displayed for all to see.

4.6 Rewards

We recognise that children flourish when their efforts are recognised and actively opportunities to praise children. Regular positive verbal praise is encouraged throughout the school by all staff to recognise when children are making good choices and following our school rules. We use 'Catch me' cards to look for times when children make good choices. Children are also allocated 'Dojo points' via Class Dojo which are shared with parents. These are based on our three school rules and other expectations shared with children. Weekly, we hold Celebration Assembly where children's achievements are celebrated.

We also recognise that for some children, making positive choices is more challenging and we are able to adapt our rewards to bespoke systems to support all children. Regular parent contact and messages to celebrate good and improved behaviour is key to foster positive relationships between home and school.

4.7 Sanctions

Although the preference is for encouraging good behaviour through the positive approaches discussed above, we recognise the need for there to be a consistent set of sanctions in place as well, to be applied when appropriate (See Appendix 1). It is important to avoid any responses that might make the child feel shame or ostracise them from their peers, as this can potentially lead to more negative behaviour. Sanctions will need to be adjusted to take account of individual circumstances and needs.

The behaviour sanctions follow a 4 step approach with increasing level of consequences. These are shared with staff and pupils and displayed in all classrooms.

Following incidents of unacceptable behaviour, it is important that the child is given the opportunity to reflect on what happened; to acknowledge the harm caused and to be given the opportunity to apologise and repair relationships. In line with Trauma-Informed Practice, staff at Twydall understand that unacceptable behaviour can occur as a result of an unmet need or as a way of the child communicating that something is not right for them. We will always endeavour to unpick incidents of unacceptable behaviour to try to understand the root cause and to enable us to plan the types of support that may be needed for the child going forward.

Significant incidents of unacceptable behaviour are recorded on the CPOMS system and relevant staff are alerted. Senior Leaders monitor this system regularly and the appropriate

action is taken if patterns are spotted or if a child is frequently displaying particularly challenging behaviour. In this instance, staff will consider what additional strategies and resources can be implemented. An appointment will be arranged for the parent/carer to meet with one of the Assistant Heads or Headteacher to discuss the next steps that need to be taken. This may include seeking advice from other professionals, such as the Educational Psychologist or the child health team. It may be necessary for an individual behaviour plan and/or risk assessment to be drawn up for the child. This should be available to and followed by all school staff, and will be reviewed on a regular basis. All plans will take account of the child's individual needs and circumstances and will be shared with parents/carers.

If a child is involved in repeated incidents of significantly challenging behaviour, putting themselves or others at risk of harm or preventing other children as well as themselves from learning, the Headteacher may decide to issue a suspension (see Exclusions and Suspensions Policy). This step may also be taken after an individual incident of an extremely serious nature.

4.8 Removal from classrooms

In line with Keeping Children Safe in Education, a child may be removed from the classroom for incidents of serious misbehaviour and to allow for the continuation of the child's education. It will only be used when necessary or for extreme incidents that warrant immediate removal, and once all other behaviour strategies have been attempted in the classroom. Parents/carers will be informed on the same day a child is removed from the classroom, as well as other agencies involved with the child where necessary.

If a child is involved in repeated incidents of significantly challenging behaviour, putting themselves or others at risk of harm or preventing other children as well as themselves from learning, the Headteacher may decide to issue a suspension (please see the RMET Suspension and Exclusions Policy). This step may also be taken after an individual incident of an extremely serious nature.

4.9 Playtimes and lunchtimes

Staff on duty will ensure that all areas of the playground (including the field when in use) are supervised. They will teach the children the rules of outdoor games, model and encourage correct and safe ways of playing and promote good social interaction. Adults should also monitor any particularly vulnerable children, including those who are quieter and find large groups of noisy children a worry. There are quiet areas available for these children, and children with the relevant needs have use of the well being club at these times. Strategies for individuals with particular behavioural needs are shared with all staff to ensure a consistent approach. Dojo points can be awarded to children who are behaving well. Older children are encouraged to be role models for good behaviour. Year 5 and 6 sports leaders support younger children with games on the playground.

In the lunch hall, a traffic light system maybe used to monitor noise levels and there are reminders on display of the expected behaviours. Dojo points are given out to reward children who are behaving well.

Sanctions for play/lunch times include:

- the staff on duty speak to the child and explain why the behaviour isn't acceptable;
- staff on duty may ask the child to remain alongside them on the playground for period of time;
- alternatively, staff may give children a 'time out' by asking them to go inside for a short period;
children may be required to miss time from break or lunch, either with their teacher at breaktime or sitting outside the Headteacher's office, in accordance with the seriousness of their behaviour.

4.10 Nursery Children

Children in the Nursery who have behaved unacceptably will be spoken to by members of staff with whom they are familiar. They may have time out in a designated calm and quiet area in their classroom and are expected to apologise where appropriate. No child at nursery age can be exited without being accompanied by an adult and an understanding of why they have been exited.

Ongoing issues with behaviour will be discussed with the parents/carers and a plan of action agreed. If behaviour is persistently poor, then a meeting will be held with parents, staff and the Headteacher. The school has the right to review the time non-statutory age children can attend. Nursery staff will record observations of behaviour.

The school will endeavour to help families access support through external services in cases where behaviour is a significant issue for children below school age.

4.11 If a child runs away from an adult

The child **should not** be pursued at speed unless they (or others) are in immediate danger. Doors in the building should be shut down to ensure the child can remain safely in school. An adult should observe (from a distance if appropriate) and approach slowly as the child calms. If a child leaves the school premises without permission, he/she should be shadowed by an adult whilst the parents and police are notified. Implementing the Positive Handling policy will need to be considered if a child is at risk of harm.

4.12 Searching and confiscation

Under The Education Act 1996, the Headteacher and authorised staff members (SLT/DSL/Pastoral leaders) can search children, including their bags, phones/devices and

their lockers, **with their consent** for any item. The ability to give consent may be influenced by the child's age. **In primary settings, consent must be sought from parents** before a search is conducted.

Consent is not required if a the Headteacher/senior staff believe a child to be in possession of any of the following:

- Knives or weapons, laser pens, alcohol, illegal drugs and other substances, for example 'legal highs', tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images;
- Any article that the school reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property;
- Any item banned by the school rules which has been identified as an item which may be searched for;
- Any item which the school believes to have been stolen

Further information can be found in Appendix F, RMET Safeguarding Policy

4.13 Parent/carer responsibilities

At all times we expect that adults, older siblings and visitors on our school site will behave in an acceptable manner and be positive role models of behaviour for the children. Any adult or older sibling who behaves inappropriately risks being excluded from the school building and grounds. Verbal and physical aggression will not be tolerated and will be reported to the appropriate authorities.

We expect parents/carers to work together with the school to implement the behaviour policy, as stated in the Home School Agreement which is signed when their children are admitted to the school and on an annual basis thereafter. Children also sign their part (see Appendix 2).

Parents/carers should not attempt to resolve an issue between their child and someone else's child by speaking directly to them. If there is a problem, always speak directly to the child's class teacher who will try to resolve any issues. It is unacceptable to chastise other people's children on school premises and such behaviour may lead to a ban from the school site.

There may be incidents, which involve disagreements between pupils, where it is unclear which child is at fault. In these cases, both parties will need to accept the consequences of their behaviour.

In some instances, parents/carers may not be fully aware of the actions taken by the school against negative behaviour because of the need to keep details confidential and/or safeguarding.

Should any parent/carer wish to discuss behaviour issues with their child's teacher, making an appointment is advised to ensure time for a thorough discussion. The Headteacher operates an open-door policy and is available should parents/carers wish to discuss behaviour issues with them.

4.14 Anti-Bullying and protected characteristics

Bullying is unacceptable and will not be tolerated. Our ethos is one of inclusion and equality, linked to our Trust values, and bullying behaviour of any kind is regarded as serious. Bullying behaviour can be physical, verbal or online, and further details of how the school deals with bullying can be found in Appendix 3.

Racist, sexist, homophobic and other discriminatory behaviour will not be tolerated. Any behaviour of this kind will be treated seriously and consideration given to the implications for pupils with protected characteristics. We will inform parents/carers of these incidents and the consequences to be applied in order to eliminate discriminatory behaviours.

4.15 Suspensions and Permanent Exclusions:

This policy should be read in conjunction with the statutory guidance from the DfE in the document 'Exclusion from Maintained Schools, Academies and pupil referral units in England', available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

It should also be read in conjunction with the RMET Suspension and Permanent Exclusion Policy. For clarity: suspension is for a fixed period of time and an exclusion is permanent.

5. Monitoring Arrangements

- 5.1. This policy will be reviewed by the Headteacher every year.
- 5.2. At every review, the policy will be approved by the Trust Board.

6. Links with other Policies

- 6.1. This Behaviour Policy is linked to the following policies:
 - RMET Suspension and Permanent Exclusion Policy
 - RMET Safeguarding Policy
 - RMET Attendance Policy
 - RMET Positive Handling Policy

Appendix 1: Twydall Primary School Behaviour Steps

| | Examples of wrong choices: | Possible sanctions: |
|---------------|---|---|
| Step 1 | Talking when you should not be. Being out of your seat when you are not meant to be. Disrupting learning Swinging on a chair Ignoring instructions from an adult | Parallel praise of the expectation. Discrete, clear verbal or non-verbal reminder of the expectation. <u>This is your chance to make the right choices.</u> |
| Step 2 | Continuously to do step 1 after you have been told to stop. Incomplete amount of learning achieved Not being honest | Speak privately (child may need to step away from the main classroom) and give final opportunity to engage (scripted conversation) Name in the class behaviour book. Repeat the cycle if poor choices continue with up to 2 ticks added to the name, each worth 5 minutes at the next break where a reflective conversation will be had. Parent/carer are to be informed. <u>This is your chance to make the right choices.</u> |
| Step 3 | Physical aggression (unkind hands or feet) Purposely disrespecting other people's property. Stealing Persistent rudeness, including swearing. Leaving the classroom at any time without permission | 'Time out' of your class. You will be escorted to another class by an adult for up to 15 minutes. Parents/carers will be told. Behaviour logged onto CPOMS You will also need to spend time reflecting at break or lunchtime. <u>This is your chance to make the right choices.</u> |
| Step 4 | Leaving the classroom without permission on more than one occasion in a session Fighting or intentionally trying to hurt another pupil. Continuously using unkind language towards others, including swearing. Deliberately destroying school property. Persistent refusal to follow staff instructions over a period of time, e.g. consistently having your name in the behaviour book or over a session. Making behaviour choices which are stopping other children from learning or putting them at risk of being hurt. | Behaviour logged onto CPOMS Parents/carers will be called in for a meeting. Internal seclusion. Suspended from school - added to school record. A behaviour plan might be put in place to support you with your choices. <u>This is your chance to make the right choices.</u> |

Appendix 2: Twydall Primary School Home School Agreement



As a parent this means...

We ask questions if we are unsure or want to find out more information.

As a child this means...

I ask questions & want to learn the answers. I take charge of my own learning.

As a school this means...

We structure our learning around children's interests and questions. We constantly reflect to ensure we are giving a high standard of teaching for all children.

| | | | |
|--------------------|---|---|--|
| Happiness | <i>We have a positive attitude towards school and attendance and celebrate our child's efforts and their achievements.</i> | <i>Making positive and healthy choices that make you feel good.</i> | <i>Creating an environment that supports the learning, health and well-being of pupils.</i> |
| Aspirations | <i>We encourage our children to try their hardest in everything – coming into school every day in correct uniform and with the equipment they need. We have high expectations of them.</i> | <i>I try my hardest in everything I do. I challenge myself to try new things.</i> | <i>We have high expectations and set ambitious challenges for our children in a broad & balanced curriculum.</i> |
| Respect | <i>We show our children how to look after everything and everyone. We keep our language respectful and polite and understand that people have different points of view.</i> | <i>I treat all people kindly. I look after everything and everyone. I understand people have different points of view.</i> | <i>We treat all people kindly. We look after everything and everyone. We will empathise with others points of view.</i> |
| Articulacy | <i>We ensure that our child reads regularly at home and we talk about what they have read. We have engaging conversations about their experiences.</i> | <i>I speak in clear sentences and try to use new words that I have learnt in my speech.</i> | <i>We provide pupils with the tools needed to speak and write in a clear and purposeful way.</i> |
| Community | <i>We encourage our child to look after the school, the resources and the people in it.</i> | <i>Being a part of something bigger than yourself. Being partly responsible for making sure that the school is a nice place to be in.</i> | <i>Making sure that children know that they have things in common with other and have lots of opportunities to feel that they belong.</i> |
| Teamwork | <i>We encourage our child to talk about problems in order to solve them. We encourage our child to work with others to achieve a common aim.</i> | <i>Taking it in turns and sharing equipment with others. Listening to others and valuing their opinions and feelings.</i> | <i>Providing lots of opportunities for children to discuss their ideas with others; coming together to solve a problem or achieve a shared goal.</i> |
| Equality | <i>We ensure that our child understands the importance of mutual respect and that for some children they may face extra barriers. We model positive language being used when we talk about minority groups.</i> | <i>Recognising that as humans, we all have the same value and making sure we treat people in that way.</i> | <i>Ensuring that every individual has an opportunity to make the most out of their time at Twydall school.</i> |
| Resilience | <i>We encourage our children to keep trying and not give up. We work with others to solve problems. We give our time and support for our child's home learning.</i> | <i>I don't give up. I always have a go. I learn from my mistakes.</i> | <i>Teaching children to keep trying and not give up. We track children's progress to make sure they are learning to the best of their abilities.</i> |

Appendix 3: Twydall Primary School Anti-Bullying Strategy

Anti-Bullying

Bullying is unacceptable and will not be tolerated. Our ethos is one of inclusion and equality, with one of our Trust values being 'Respect', and bullying behaviour of any kind is regarded as serious. By promoting a non-bullying, positive ethos, we are helping both children and staff to feel safe. We are encouraging our children to behave well while they are at school, reducing the likelihood of them displaying anti-social behaviour or going on to misuse their power in adulthood.

Definition of bullying:

We define bullying as any behaviour by an individual or group, repeated over time, that intentionally causes harm to another individual or a group, either physically or emotionally. It links to the definition of peer-on-peer abuse in the DfE publication 'Keeping Children Safe in Education'. For children we use the STOP definition: Several Times On Purpose.

Bullying can include:

- name calling, teasing/banter or making derogatory or offensive comments about a person or their family – this may include racist, sexist or LGBTQ+-phobic comments
- threatening or intimidating
- physical assaults e.g. hitting, kicking, hair pulling
- sexual harassment, assault or abuse
- taking, damaging or destruction of property
- social exclusion
- coercing a person to do things they don't want to do
- spreading hurtful rumours
- sending nasty or threatening electronic messages, including via social networking sites – often known as Cyberbullying (refer to the Online Safety appendix within the RMET Safeguarding policy).

It is important to recognise that one-off incidents of behaviours such as these, or those resulting from behavioural needs, do **not** amount to bullying. Bullying, as recognised in the definition above, involves deliberate and repeated incidents over time. These incidents may be varied and could involve any or all of the behaviours listed. Most bullying is not physical, and children identify emotional and social forms of bullying as the most hurtful. However, it is normal for children to fall out with friends at times, and it can be the case that they are upset with, anxious or scared of someone one day and back to being friends the next. Their perception of "bullying" can differ and therefore adults need to be aware of the distinction between what is bullying and what might be simply an argument or disagreement between children.

Impact of bullying:

Bullying can make the lives of victims a misery. It can seriously damage a person's confidence and happiness, and can impact on their relationships with family, peers and their community. In the short term, the impact on the victim can include feeling unhappy or scared, reluctance to be in the environment where the bullying takes place (leading to poor attendance), impact on self-esteem, and withdrawal from family or friends. If unchallenged, people who bully others are unlikely to stop.

However, those who witness bullying often harbour the fear that if they challenge the behaviour, it could happen to them next.

If bullying continues, it can lead to serious and prolonged emotional damage to the victim. Whilst, as discussed above, we must be careful to establish that a reported situation does involve true 'bullying', we strive to always take allegations of bullying seriously and act appropriately to support the victim and address it.

Vulnerable groups:

Evidence suggests that some people are more likely to be bullied than others. While not an exhaustive list, particular groups who may be more likely to experience bullying include:

- people from a minority race, religion or culture;
- those with special educational needs or disabilities (SEND);
- people with visible health conditions or whose appearance is considered different to the norm;
- people (or family members of people) of a non-heterosexual orientation (homophobic, biphobic and transphobic bullying);
- young carers, looked-after children or those with other needs related to their home circumstances;
- people of the minority gender in situations where one gender dominates (sexist bullying);
- people who are exceptionally intelligent;
- those who do not have English as a first language;
- individuals who are particularly shy or sensitive.

Cyberbullying

We recognise that Cyberbullying is an increasing area of concern in the modern age. The anonymity that can come with using the internet can sometimes make people feel able to say and do hurtful things that they would not do in person. Please refer to the Online Safety policy, appendix E of the RMET Safeguarding Policy, for clarification of the school's approach to educating children about safe and sensible use of technology.

Bullying off the school premises:

The school is not directly responsible for resolving issues of bullying that occur off the school premises, although we will be sensitive to any effect it may have and will support parents/carers dealing with such issues where appropriate.

Strategies for dealing with bullying:

If an allegation of bullying is made, the school will:

- take it seriously;
- act as quickly as possible to investigate the allegation and establish the facts, including ascertaining whether the allegation does constitute 'bullying' as defined in this policy;
- record the allegation and the results of the investigation in writing;
- inform the Headteacher and other relevant staff;
- provide support and reassurance to the victim(s);
- where there is sufficient evidence that bullying has occurred, identify appropriate sanctions for the bully (see below) and the need for any ongoing action to enable them to change their behaviour;

- follow up through observations and discussions to ensure the bullying hasn't returned.

It will be made clear to the perpetrator what they have done, the impact of their actions and that this behaviour will not be tolerated. Anyone found to have engaged in bullying behaviour will be sanctioned in accordance with this policy. The sanction used will correlate to the seriousness of the incident and the perpetrator will be told why it is being used. They will be asked to redress their actions where possible, e.g. in cases of Cyberbullying, by removing harmful or inappropriate content that has been published. If appropriate they may have their internet access suspended in school. The parents of anyone found to have bullied others will be contacted. If there is a group of people involved, they may be dealt with individually or as a whole group. The victim will be reassured and their family will be informed as to the actions the school has taken.

What schools should do:

- Promote an anti-bullying ethos. At Twydall, this is supported by our inclusive values, our focus on safeguarding and our comprehensive Jigsaw PSHE curriculum. We also take part every year in activities related to the national 'Anti-Bullying Week'. We provide activities for children which may include assemblies, visiting speakers and class workshops all focused on promoting respect, inclusivity and zero tolerance of bullying;
- Promote a nurturing environment where children feel supported and listened to, and know where they can go if they need to share a worry.
- Consult with children about their experiences of bullying in order to identify any particular areas of concern and take action to address these concerns, through pupil voice, school parliament and surveys;
- Ensure that clear records are kept in response to all allegations of bullying. At Twydall, we record incidents using the CPOMS system.

What children should do:

- Be mindful of their own behaviour, always aim to be kind and never engage in bullying of any sort;
- Tell someone if they witness bullying behaviour or feel bullied themselves;
- Refuse to join in, encourage or stand by and watch bullying behaviour of others;
- Work with their school, their parents/carers and other professionals to ensure bullying is prevented and that it is stopped when it does happen.

What parents and carers should do:

- Encourage their children to respect others, to contribute to the wider community, to be law-abiding, to have strong moral values and to treat others with compassion and kindness;
- Work co-operatively with the school and other services to ensure that all children are safe and happy;
- Be alert to signs of bullying and inform the school if they think bullying is taking place;
- Be particularly aware of and responsive to Cyberbullying, which can take place 24/7 in any location;
- Take responsibility for their own children's actions and also model good behaviour;

- Be familiar with and supportive of the school's anti-bullying and behaviour policies;
- Refrain from discussing incidents outside the school. This includes discussion on social media.

It is the responsibility of everybody working with children to prevent, challenge and respond to bullying wherever it occurs. It is also expected that staff will model behaviour that is supportive and encouraging and no staff will exhibit bullying behaviour in their own working practice.