



# Behaviour policy and statement of behaviour principles

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# The Holy Family

## Catholic School

a voluntary academy



At The Holy Family Catholic School, our policies and the actions arising from them are always founded in spirit and in letter in our Catholic faith, especially our mission statement and nine core virtues:

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### Awakening Minds

Our faith, the teachings of Christ, is at our heart. We devote ourselves fully to our spiritual growth, striving for excellence in all that we do each day.



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### Achieving Dreams

Our work blends inspirational teaching and confident study in a stimulating environment. We learn wholeheartedly, turning our ambitions into reality with every opportunity.



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### Serving Others

Our spirit leads us to take a positive role in our community. We show love, care and respect for one another and for everyone in our world today.



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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for 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](#)

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments

- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

➤ Vandalism

➤ Theft

➤ Fighting

➤ Smoking

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                         | DEFINITION                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                | Being unfriendly, excluding, tormenting                                                                                                                                                                    |
| Physical                                                                                                                                                                                                                                 | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                                                |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                                                         |
| Sexual                                                                                                                                                                                                                                   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching                              |
| Direct or indirect verbal                                                                                                                                                                                                                | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                          |
| Cyber-bullying                                                                                                                                                                                                                           | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found in appendix four.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

Behaviour expectations at The Holy Family Catholic School are centred around our 'Virtues'. Virtues are the day to-day living out of the values held in our hearts. Virtues help us to know what good conduct is, to analyse right from wrong, and to understand how to put our values into practice through virtuous behaviour. Our Behaviour Policy guides pupils towards virtuous behaviour and away from behaviour inconsistent with the virtues we hope to see.

Each of our key virtues are rewardable on ClassCharts, for behaviour both inside and outside of the classroom.

The behaviour system is based on the principle of 'First Time, Every Time' which requests that pupils comply with a given instruction at the first time of asking.

As a school:

- We recognise that people respond far better to praise than to criticism.
- We will promote consistency of approach which all staff will be expected to follow.
- We aim to work extremely closely with pupils, parents, carers and teachers.
- The aim of our work is for pupils to self-direct their behaviour at all times.
- The Additional Needs of all our pupils will be carefully considered before a sanction is issued.
- Reasonable adjustments will be undertaken in order to meet the individual needs of each pupil

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Arrive on time every day
- In class, make it possible for all pupils to learn
- Move purposefully and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Have the correct equipment with them at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Mobile phones and electronic devices must not be seen or heard throughout the school day. They should be switched off and put away before entering the school grounds and not turned on until you have left the school grounds. If seen, pupils will be asked to put them away. Should they fail to do so the first time of asking, they will be confiscated and will not be returned until the end of the school day. Repeat offenders or those who do



not co-operate swiftly with the request to hand over will require a parent/carer to collect. (School will not be responsible for the loss or theft of any phone that have been brought into school).

## 7. Responding to behaviour

The school follows the C system for responding to behaviour both in the classroom and around school. Please see appendix two for examples of indicative behaviours.

It is the responsibility of all staff, not just teaching staff, to promote good behaviour. We adopt a '**FIX-IT**' approach to ensure that a restorative approach is taken to quickly resolve any incidents of poor behaviour in school.

For pupils to thrive, they need high quality engaging lessons, where they are allowed to take risks and develop their skills and talents. We recognise the correlation between behaviour and the quality of teaching and learning and will always support staff to be able to offer the best quality experience they can.

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Staff are role models in this regard, and we demonstrate the behaviour we expect from pupils by the way we behave towards them and colleagues. High expectations must be at the heart of everything we do. We influence the actions of pupils both by our direct communication with them and through our observed actions.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Follow the behaviour policy
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement
  - Giving students the chance to 'fix it'

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be recorded on ClassCharts under the following headings:

**Virtues:**

- Reflection
- Love of Learning
- Hope
- Forgiveness
- Self Control
- Faith
- Confidence
- Kindness
- Respect
- Honesty
- Love of Neighbour

**Holy Family Learner:**

- Be Alert
- Be Collaborative
- Be Present

Rewards are given throughout the school year. These include spot prizes, certificates, commendations, celebration assemblies, texts/postcards/phone calls home

**7.4 Responding to misbehaviour**

The behaviour system is based on the principle of 'First Time, Every Time' which requests that pupils comply with a given instruction at the first time of asking. As part of this, pupils are given an opportunity to 'fix it' when their choices fall below our expected standard.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school follows the C system in response to unacceptable behaviour (see appendix two):

- C1 – 'Chance'
- C2 – 'Choice'
- C3 'Consequence'
- C4 'Step Out'
- C5 Isolation & External Isolation
- C6 Suspension
- P3/P4 – Punctuality & Truancy
- E2/3 – Equipment Missing

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

The DfE's [Use of Reasonable Force Advice](#) covers the use of Reasonable Force in schools.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Detention

Detentions are an important sanction that we use in school that allows us to swiftly deal with low level disruption, behavioural issues or punctuality. Detentions must be attended and completed in accordance with the school policy. No exceptions will be made without prior discussion with the pastoral lead for that year group. Parents and carers are expected to support the school by ensuring their child attends when required. Notification of detentions will come through Class Charts.

Failure to complete a detention will result in additional time being issued and further refusal could result in contact home and isolation.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Students will be allocated either:

- C3 – 30 minute detention
- C4 – 60 minute detention
- E3 – 30 minute same-day equipment detention
- P3 – 30 minute same-day punctuality detention
- P4 – 60 minute same-day punctuality detention

### 8.2 Isolation

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is in the form of the school's Isolation room.

Pupils who are in Isolation will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Isolation is a serious sanction and will only be used in response to serious misbehaviour. Staff will issue Isolation sanctions once other behavioural strategies have been attempted, unless the behaviour is persistent or significant enough as to warrant immediate removal.

Isolation can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils in Isolation are supervised by timetabled staff and will be given the sanction for a set period of time.

Pupils will not be in Isolation for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed by ClassCharts if an Isolation sanction is issued.



The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Year Team
- External Isolation
- Short-term behaviour report cards
- Long-term behaviour plans
- Offsite Direction
- Multi-agency assessment
- Referral to counselling services

Staff will record all incidents of isolation on ClassCharts, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

See appendix three for details of Isolation sanctions.

### **8.3 Suspension and permanent exclusion**

Every opportunity is taken to understand the background and needs of a pupil leading to any incident.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Following a suspension, a parent/carer is required to attend a reintegration meeting to discuss support strategies, with a member of the Pastoral Team and Senior Leadership Team. Suspensions totalling more than 15 days in any term, will result in a disciplinary meeting with the Governors.

Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow pupils with visual or hearing impairments to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or who has severe skin conditions
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones etc) where pupils can regulate emotions during a moment of overload.

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

**Bradford SEND Assessment Team – 01274 435750**

# **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with Pastoral team
- Report cards
- External Isolation Placements
- Off Site Directions

# **11. Pupil transition**

## **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Behaviour systems and procedures
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Strategy

## **Appendix 1: Written Statement of Behaviour Principles**

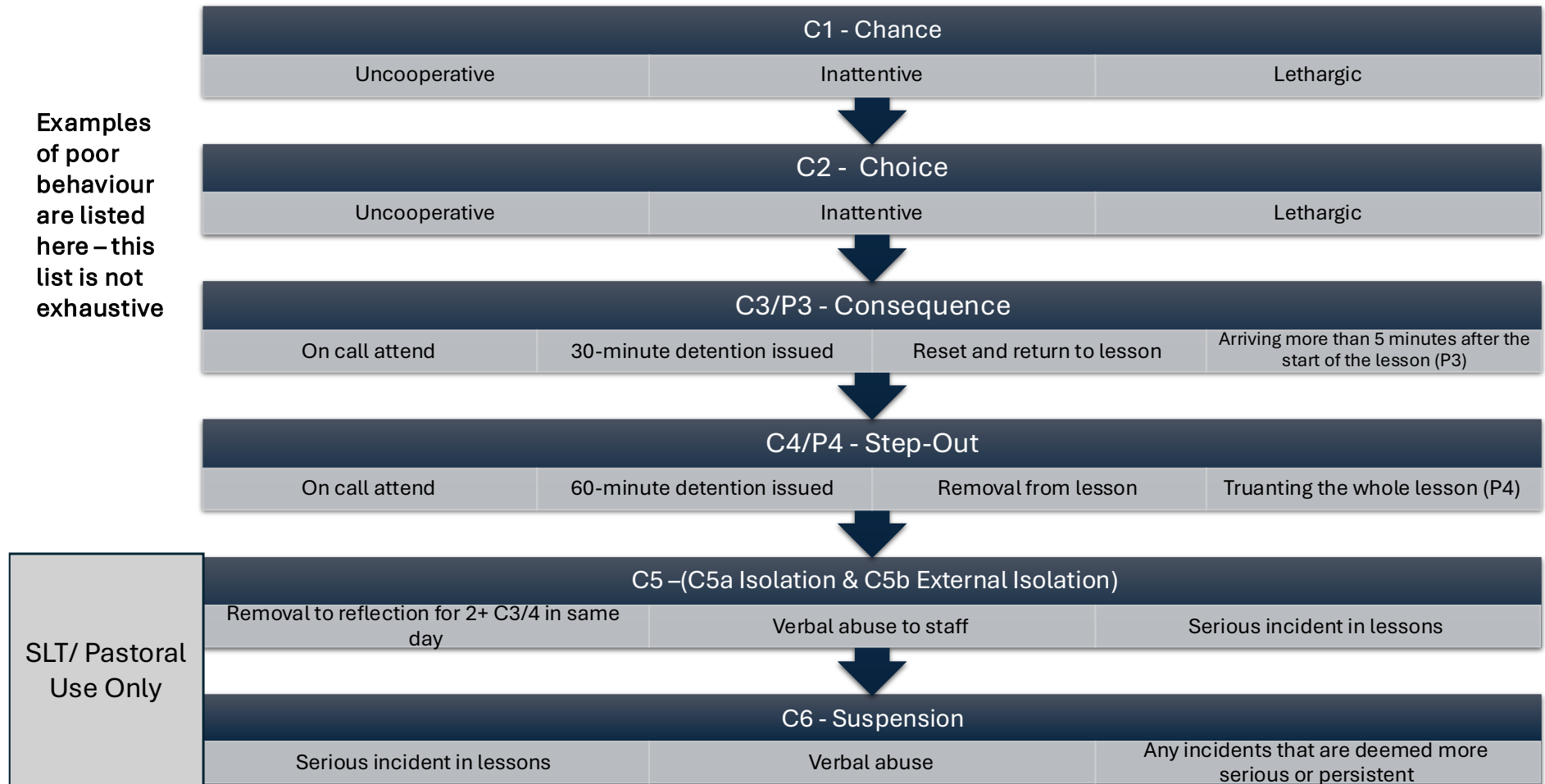
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life



## Appendix 2: The C System

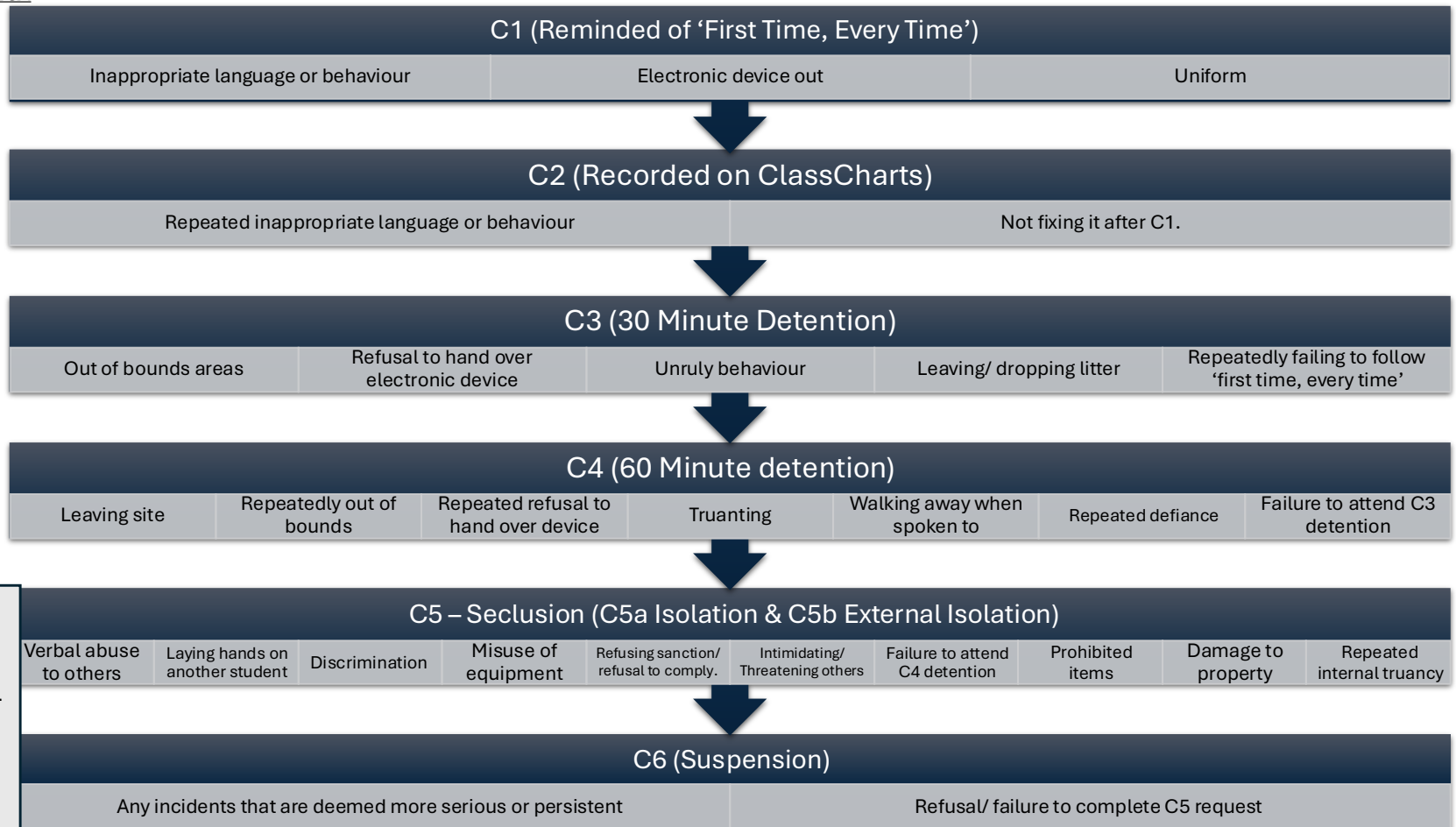
### C System - Lessons

Examples of poor behaviour are listed here – this list is not exhaustive



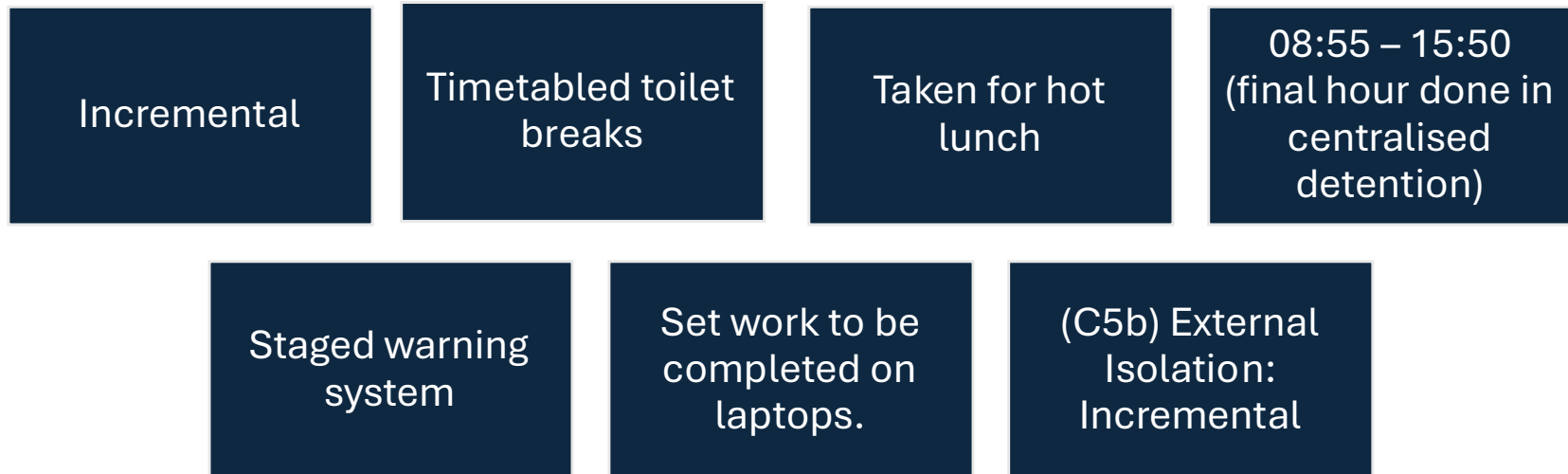
**C System - Lesson  
Change/Social  
Times**

Examples  
of poor  
behaviour  
are listed  
here – this  
list is not  
exhaustive





## Isolation (C5a)



## Appendix 4: Anti-Bullying Strategy

# Anti-Bullying Strategy

The Holy Family Catholic School

|                            |                    |                                        |
|----------------------------|--------------------|----------------------------------------|
| <b>Approved by:</b>        | L Oldroyd / K Ryan | <b>Date: 30<sup>th</sup> Sept 2025</b> |
| <b>Last reviewed on:</b>   | September 2025     |                                        |
| <b>Next review due by:</b> | September 2026     |                                        |

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## **Introduction**

At The Holy Family Catholic School, we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. Our policies and procedures are based on our core virtues of 'Awakening Minds, Achieving Dreams and Serving Others'. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying, and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At The Holy Family Catholic School, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

## **Policy Development**

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1<sup>st</sup> September 2025) .

This policy is available:

- Online on the school website

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

## **Roles and Responsibilities**

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

**The Designated Safeguarding Lead** is responsible for:

- Policy development and review

Implementing the policy and monitoring/assessing its effectiveness

Managing the reporting and recording of bullying incidents

Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate

Monitoring the effectiveness of strategies for preventing bullying behaviour

## **What is bullying and how does it differ to relationship conflict?**

The Anti-Bullying Alliance defines bullying as:

*“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.*

Bullying is not when children have the odd argument, fall out or engage in a one off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:

hurtful

repetition

power imbalance (difficult for victims to defend themselves against)

intentional

Bullying will be treated as a safeguarding/child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

We recognise that bullying can take many forms and can affect any child. It 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). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relationship conflicts' or falling out. Relationship conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relationship conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relationship conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relationship conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relationship conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relationship conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

## **What does bullying behaviour look like?**

We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

**Physical bullying** - Unprovoked assault on a person or group which can range from a 'prod', pushing, poking, kicking, hitting, biting, pinching etc. to grievous bodily harm

**Psychological/emotional** - Reduction of a person's self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.

**Social** – being ostracised or exclusion from peer groups.

**Verbal** - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.

**Online /cyber** - posting on social media, sharing photos, sending nasty text messages, social exclusion

**Discriminatory Bullying: Homophobic bullying or gender bullying** - Any hostile or offensive action against lesbians, gay, bisexuals or transgender individuals or those perceived to be lesbian, gay, bisexual or transgender.

**Who experiences homophobic or gender bullying?**

- This can affect anyone, regardless of whether they are gay, bisexual or trans. It can affect:
- children or young people who are lesbian, gay, bisexual or transgender.
- children or young people who are thought to be lesbian, gay, bisexual or transgender.
- children or young people who do not fit a perceived gender stereotype or seem different.
- children or young people who have parents, carers, friends or family who are lesbian, gay, bisexual or transgender.
- teachers and other school staff who are, or are thought to be, lesbian, gay, bisexual or transgender.

**Discriminatory Bullying: Race, disability or faith.** Any hostile or offensive action because of their race, their disability or their faith.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

## **Cyberbullying**

### **What is Cyberbullying?**

Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (*From DfE Preventing and Tackling Bullying 2017*)

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services. (LBTH. 2011)

Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

- Bullying can happen 24/7 making it difficult to escape.
- The audience for bullying is potentially much larger increasing the impact.
- Cyberbullying incidents can quickly escalate making them difficult to contain.
- Anonymity and being one step removed makes it easier for the bystander to join in.
- Anonymity also increases the impact on those being bullied as they can't be sure who is responsible.
- There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate the impact of their behaviour.
- Unlike traditional forms of bullying, evidence is readily available and should be preserved.

### **How we support our staff and students in understanding cyberbullying:**

Staff will receive training in Online Safety, identifying cyberbullying and understanding their responsibilities in promoting Online Safety. Staff will be helped to keep up to date with the technologies that children are using and being aware of the reporting tools on different sites and services, to support students in making a report.

Students will be educated about cyberbullying through a variety of means, including Computing lessons, PSHE lessons, assemblies, Anti-bullying Week, Safer Internet Day and other projects.

We will be proactive in discussing cyberbullying with students, including how and why it occurs and the consequences of such behaviour. Teaching students what is considered morally right and wrong offline 'in the real world' must also be thought of in the same way online.

Students will sign an Acceptable Use Policy (AUP) as they begin a new school year, before they are allowed to use school computer equipment and the internet in school. This will involve discussions about keeping personal information safe and appropriate use of the internet. *This can be shared with parents to discuss its contents with their children.*

Parents will be provided with information and advice about Online Safety and cyberbullying via the website, leaflets, and workshops

Students and staff will be involved in evaluating and improving policies and procedures.

### **Procedures when responding to cyberbullying incidents:**

All incidents should be reported to the Designated Safeguarding Lead, who will ensure the person being bullied is supported and take responsibility for investigating and managing the incident.

The incident will be reported to other people/organisations where relevant i.e. parents/carers, internet or mobile providers, local authority, and, in some cases, the police.

All efforts will be made to try to contain the incident when content has been circulated to other people.

The DSL will investigate and record all incidents of cyberbullying, in accordance with the school's Anti-Bullying policy.

NB: The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Staff and students should be advised to preserve evidence and a record of abuse e.g. save phone messages; record/screenshot/print instant messenger conversations or social network pages; print, save and forward whole email messages to staff.

NB: If images are involved, it will be determined whether they might be illegal or raise child protection concerns. If so, the DSL will be contacted, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content, or CEOP

<http://ceop.police.uk>

The person responsible for bullying will be identified. The school will work with them to make them aware of the consequences of their actions and try to change their behaviour - take into account anyone who passed on emails or texts or posted responses online.

Disciplinary sanctions will be applied as outlined in the school's Behaviour Policy. Consider whether a restorative approach to resolving the matter might be appropriate.

Consider whether the matter should be reported to the police – the age of criminal responsibility is 10. (See laws that may have been broken)

Confiscate any device(s) if appropriate.

## **Responding to Incidents of Bullying**

### **Where does bullying take place?**

We understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

### **How to report bullying concerns**

We want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems, and the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

### **Procedures When Dealing with Incidents of Bullying**

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on CPOMS, and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relationship conflict', school staff will still support the pupils involved and help them to resolve any concerns.

### **Parents/carers**

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's Year Manager (in person/via telephone call/via email/) to explain their concerns. They will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Year Manager will make a formal record of the bullying report on CPOMS and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers contact the school directly with their concerns rather than discussing them with other members of the school community in person or online.

We remain committed to supporting pupils and their families in all instances of bullying and relationship conflict and will respond to reports promptly. Even if the behaviour/incident which has



been reported is deemed 'not bullying' and is thought to be 'relationship conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

### **School staff**

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told and record this on CPOMS.

### **Visitors**

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead or Deputy DSL.

### **How our school will respond to reports of bullying**

All reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relationship conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on our school's CPOMS recording system. These records are used to identify trends and inform our school's preventative work.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses

Talk to the parents (of the target and/or the alleged perpetrator)

Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable

Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate

Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, Local Authority etc.)

Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused

meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)

Monitor the effectiveness of actions taken and reassess/take more actions if appropriate

Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to Bradford CFT.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

### **Strategies for preventing bullying**

We are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust RSHE curriculum for all year groups
- Robust PSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed assemblies to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Lego therapy / anxiety gremlins/ counselling for identified students
- Specific interventions for identified individuals or groups
- Regular staff training and development for all staff
- All staff model expected behaviour

### **Breaches / Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Links with other policies**

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

| <b>Policy</b> | <b>How it may link</b> |
|---------------|------------------------|
|---------------|------------------------|

|                                                             |                                                                                                                                                                                     |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child-on-child Abuse, Sexual Violence and Harassment Policy | Includes links to bullying – specifically sexualised bullying and exploitation                                                                                                      |
| Behaviour Policy                                            | Includes details about the rewards and sanctions for pupils                                                                                                                         |
| Child Protection & Safeguarding Policy                      | Includes information about child protection procedures and contextualised safeguarding                                                                                              |
| Online Safety / E-Safety / Acceptable Use Policies          | Includes information about children's online behaviour and details about online bullying/cyberbullying                                                                              |
| Equalities Policy                                           | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics |
| RSHE / PSHE Policy                                          | Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying                                                              |
| Complaints Policy                                           | Includes information about how to make a complaint if you are not satisfied with the school's response                                                                              |

### **Monitoring and Review**

This policy is reviewed and evaluated throughout the academic year. It is updated annually.