**Behaviour Policy; Statement of Behaviour Principles and Anti-Bullying Policy**

**Reviewed Annually by Fairburn Governing Board**

**Last reviewed: Autumn Term 2023**

**Date of next Review: Autumn Term 2024**

**Rationale- Aims of this Policy**

We value good relationships between adults and pupils, which we believe are vital to the development of self-esteem as well as self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we feel should be encouraged and rewarded. Both school and parents expect the highest standard of behaviour from our pupils and we aim to work together to achieve it. We have school expectations that are understood by all, consistently applied and aim to promote the pupils learning behaviour. We believe that pupils should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school.

At Fairburn Community Primary School we have the duty to teach those values, attitudes and skills which foster mutual respect and caring in our pupils. We use whole school assemblies, class circle times and PHSE lessons to discuss such values. We believe that through rewarding and reinforcing examples of good behaviour, pupils’ esteem and self-worth is increased.

We adopt a restorative approach to all relationships and all staff, pupils and parents are repaired using a restorative approach.

A high emphasis is placed on courtesy, manners and respect between members of the school community. Sanctions are managed swiftly, consistently and appropriately with all necessary parties informed as required.

**Roles within our school**

**Pupils**

• Listen carefully to each other and allow others to speak without interruption

• Follow instructions given by an adult

• Respond politely to adults and other children when addressed

• Display good table manners at lunchtime

• Take responsibility for their own behaviour

• Be kind and respectful to others

• Always try their hardest and do their best

• Move quietly and sensibly around the school

• Take care of their own property and school property; and value other people’s belongings

• Be on time for a teaching session and have the required equipment

**Staff**

• Listen to children when they speak

• Provide opportunities for children to explain their actions before responding-‘What has just happened?’- not ‘Why did you do that?’ (A Restorative Approach)

• Be punctual for lessons and duties

• Address pupils by name whenever possible

• Set an example for pupils to follow in their behaviour towards both adults and pupils

• Provide a safe environment free from disruption, bullying, aggression or harassment

• Deal with a difficult situation quickly and efficiently before moving on, ensuring the child feels that it has been dealt with

• Follow the agreed process for using the Behaviour board as set out in this policy and in both classrooms

• Treat all pupils fairly and with respect

• Foster positive, respectful and supportive relationships with the pupils in school

• Develop positive relationships with parents/carers to develop a shared approach

• Ensure records of serious behaviour are recorded in the Behaviour log in the school office

**Governors**

• Agree the guidelines set down in the Behaviour Policy and regularly and review their effectiveness

• Support the Head teacher and staff in carrying out these guidelines fairly and consistently

• Support the differentiation of policy and practice on any grounds necessary i.e. origin,

 culture, religion, gender, disability or sexuality

**Head teacher**

• Promote good behaviour and respect

• Listen to pupils

• Ensure each child is treated fairly and with respect

• Model positive, social behaviour, setting a good example to staff and pupils

• The Head teacher will ensure that support and training is in place for staff to manage challenging

 behaviour- annually at least

• Give effective reprimands and reminders of good behaviour

• Work closely with parents to help improve a child's behaviour

• Comply with LA regulations regarding the use of force to control or restrain pupils

• Work with outside agencies to support parents and children to manage behaviour

• Exclude a pupil from school for a fixed term, or permanently in accordance with LA guidelines

• Notify Governors of any intended exclusions, following LA procedure

**•** Ensure records of 'serious' behaviour are maintained

Please see the link Policy: Staff Code of Conduct [C:\Users\ecornhill\Fairburn Community Primary School\Fairburn - Staff - Documents\Policies\School Policies\Autumn Term\Staff Code of Conduct 2023.docx](file:///C%3A%5CUsers%5Cecornhill%5CFairburn%20Community%20Primary%20School%5CFairburn%20-%20Staff%20-%20Documents%5CPolicies%5CSchool%20Policies%5CAutumn%20Term%5CStaff%20Code%20of%20Conduct%202023.docx)

**Our School Rules displayed in each classroom and in and around school.**

* We will always be polite and listen to each other.
* We will speak nicely to each other.
* We will always follow instructions.
* We will be kind to everyone.

**Our Positive Approach**

**Good Behaviour**

At Fairburn Community Primary School, all staff are committed to promoting and rewarding good behaviour. We believe that the most effective way of achieving our aims and expectations is to praise and encourage positive behaviour and to motivate pupils in realising that good behaviour is valued. Opportunities within school to do this are through-

• Teacher’s Certificate Awards

• Teaching by example

• Positive praise

• Stickers

• Treats

• Allocation of responsibilities

• Raise self- esteem through teaching independent and self- reliance

• Listening

• Positive feedback using ‘Marvellous Me’

**Expectations for work to be completed:**

If work has not been completed due to behaviour, then this will be either completed at break times or sent home. If it is sent home, parents / carers will be informed.

**Corrective actions / Inappropriate Behaviour**

Despite all the efforts of the school, inappropriate behaviour will sometimes occur. In such times these issues need to be considered and explored.

**Behaviour Boards**

Following advice and training from our local EMS, we operate behaviour boards in school. They are situated in each classroom, the resource room and in the Hall. Children are reminded of our school rules (See Appendix) weekly. Every opportunity is taken to identify children who follow them. All children are placed in Blue where they remain unless their behaviour breaks one of our school rules. When this happens, the following process will happen-

Step 1: The child is given a warning that their behaviour is unacceptable in terms that they are making an

 unwise choice about how they are acting.

Step 2: If the child continues, the staff member will place their name in the Green section of the board.

This means that the child must miss 5 minutes of the next playtime. (3 minutes for Foundation Stage children)

Step 3: As soon as the member of staff can see that the child has corrected their behaviour, they MUST move the child’s name back into the Blue section. This MUST as quickly as possible and not be left there for the rest of the lesson.

Step 4: If the child repeats unacceptable behaviour, then repeat step three. The staff member may choose to leave the child in the Blue section slightly longer to ensure they have settled back to their lesson.

Step 5: However, if the child chooses not to correct their behaviour following step 3 or 4, they should be given a warning that they will be placed in the Yellow section of the board. This means they will be asked to take themselves out of the lesson/room for a short period. This must only be a minute or two before the staff member goes to talk to them. Children should not be left unsupervised for any length of time.

Step 6: The Red section of the board is only to be used if a child uses unacceptable language (Swear words)

or physically hurts another person. In such instances, the child is immediately sent to the Head teacher/ senior member of staff and their parents are contacted. A meeting then follows to discuss the child’s behaviour.

**PE lessons outside**

Instances of unacceptable behaviour maybe managed slightly differently in outside PE lessons. If behaviour is still unacceptable after a warning, the child will be asked to sit out of the lesson, in sight of the teacher, for a short period of time. They should join back in as soon as possible however. If they still choose to make an incorrect choice and their behaviour is dangerous to other pupils, the teacher may send in a Green card for a member of staff to come outside and either talk to the child or bring them inside.

# Personalised Behaviour Plan

When a child in in crisis they may present as having persistent challenging behaviour. An individual risk assessment will be completed and shared with parents. On this risk assessment there may be a script linked to that individual. In the instance of a child being unsafe, the adult will use the following script to de-escalate a situation:

1. I can see that you are angry/upset/scared
2. (name of child) it’s time to calm. (a visual can be shown to support this)
3. I need to keep you (and others) safe so come with me to (safe place)
4. Restorative practice will then be used to reflect on the crisis situation once the child is in a safe place and is calm. A consequence will then be delivered in private.

 In rare circumstances the Head teacher can direct a pupil to be educated off-site due to behaviour. This would be a discussion held with parents with appropriate risk assessments in place.

 **Physical Restraint:**

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

* Causing disorder;
* Hurting themselves or others;
* Damaging property;

Incidents of physical restraint must:

* Always be used as a last resort;
* Will only be used when necessary and proportionate;
* Be used in a way that maintains the safety and dignity of all concerned;
* Never be used as a form of punishment;
* Only be carried out by staff who have been trained;
* Be recorded and reported to parents and carers.

**Persistent low level behaviour**

If a child is moving up and down the behaviour board regularly over a period of a week, a meeting will be called with parents to try and determine what may be causing this behaviour. A behaviour log may be temporarily implemented and regular parent meetings to feedback and monitor the situation.

Other actions maybe-

• Close liaison with Parents/Carers

• Referral to the School SENCO

• An individual behaviour plan

• Focussed social skills programmes

• Home /school achievement book

• Referrals to outside agencies

**Serious Sanctions/Consequences:**

# Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

* Restore order if the child is being unreasonably disruptive;
* Maintain the safety of all children;
* Allow the child to continue their learning in a managed environment;
* Allow the disruptive child to regain calm in a safe space.

Children who have been removed from the classroom are supervised by a member of staff.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head teacher.

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

Parents will be informed on the same day that their child is removed from the classroom.

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

* Use of teaching assistants;
* Short term learning and behaviour trackers;
* Long term behaviour plans;
* Pupil support units;
* Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child on CPOMS.

 **Exclusions:**

It is very rare for exclusion to be necessary or seen as the best option for a child. However, there are times when exclusion is unavoidable. This will always be an absolute last resort.

**Exclusion Process:**

The Head teacher is the only member of staff who can carry out a suspension or exclusion;

* Fixed term suspension. At times, it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time, staff can discuss and implement strategies so that the pupil’s return is a positive experience. Fixed term suspensions cannot exceed 45 days in any one academic year.
* Permanent exclusion. This would only occur when all interventions for support have been exhausted and staff believe that Fairburn Community Primary School is unable to further meet the pupil’s needs. An exclusion is permanent.

Children can be excluded when:

* There has been a significant and serious breach of this Behaviour Policy;
* Allowing the child to remain in the school would seriously harm the education or welfare of themselves or other

**Please see the school’s Exclusion Policy for more information.** [**C:\Users\ecornhill\Fairburn Community Primary School\Fairburn - Staff - Documents\Policies\Statutory Policies\Summer Term\Exclusion Policy 2023.docx**](file:///C%3A%5CUsers%5Cecornhill%5CFairburn%20Community%20Primary%20School%5CFairburn%20-%20Staff%20-%20Documents%5CPolicies%5CStatutory%20Policies%5CSummer%20Term%5CExclusion%20Policy%202023.docx)

**Responding to behaviour from children with SEND**

# Recognising the impact of SEND on Behaviour

Fairburn Community Primary School recognises that children’s behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

* Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices ([Equality Act 2010)](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* Using their best endeavours to meet the needs of children with SEND ([Children and Families Act 2014)](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)
* If a child 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 consider the specific circumstances and requirements of the child concerned.

At Fairburn Community Primary School, all SEND children have an Individual Provision Map (IPM) which clearly outlines strategies to be used in support of individual children. This includes:

* Short planned movement breaks for children who may find it difficult to sit still for extended periods of time;
* Adjusting seating positions to improve sight line / hearing line;
* Training for staff in understanding specific conditions such as Autism, PDA;
* Use of separation spaces or safe spaces where children can regulate their emotions during times of dysregulation.

# Adapting Sanctions/Consequences for Children with SEND

When considering a behavioural sanction consequence for a child with SEND, the school will take into account:

* Whether the child was unable to understand the rule or instruction?
* Whether the child was unable to act differently at the time as a result of their SEND?
* Whether the child is likely to behave aggressively due to their particular SEND?

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

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

# Considering whether a child displaying challenging behaviour may have unidentified SEND

Fairburn Community Primary School’s SENDCO may evaluate a child 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 child, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

# Children 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 child with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

**Supporting Children Following a Sanction/Consequence**

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

* Reintegration meetings with parents and children;
* Consideration of reduced timetable for reintegration;
* Monitoring of behaviour and regular meetings to be held between school and home.

Please see the linked policy Special Educational Needs [C:\Users\ecornhill\Fairburn Community Primary School\Fairburn - Staff - Documents\Policies\Statutory Policies\Spring Term\SEND Policy.docx](file:///C%3A%5CUsers%5Cecornhill%5CFairburn%20Community%20Primary%20School%5CFairburn%20-%20Staff%20-%20Documents%5CPolicies%5CStatutory%20Policies%5CSpring%20Term%5CSEND%20Policy.docx)

**Safeguarding:**

Fairburn Community Primary School recognises that changes in behaviour may be an indicator that a child is in need of help or protection. The school will consider whether a child’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school’s Child Protection Policy will be followed. Please see this link [C:\Users\ecornhill\Fairburn Community Primary School\Fairburn - Staff - Documents\Policies\Statutory Policies\Autumn Term\School CP Policy 2023 - 2024.doc](file:///C%3A%5CUsers%5Cecornhill%5CFairburn%20Community%20Primary%20School%5CFairburn%20-%20Staff%20-%20Documents%5CPolicies%5CStatutory%20Policies%5CAutumn%20Term%5CSchool%20CP%20Policy%202023%20-%202024.doc)

**Behaviour Principles Management for all Staff**

# Classroom Management

All adults in class, including volunteers are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

* Display our school rules, which are consistently referred to;
* Create and maintain a calm, supportive and stimulating environment that encourages children to be engaged;
* Positively reinforce behaviour in referring to our School Rule and values
* Develop a positive relationship with children, which may include:

-Greeting children in the morning/at the start of lessons;

-Establishing clear routines;

-Communicating expectations of behaviour in ways other than verbally;

-Highlighting and promoting good behaviour - using positive reinforcement – thanking children publicly for positive choices;

-Concluding the day positively and starting the next day afresh;

-Having a plan for dealing with low-level disruption;

|  |  |  |
| --- | --- | --- |
| **Rules** | **Visible Consistencies** | **Over and above Recognition** |
| **•**We will always be polite and listen to each other.•We will speak nicely to each other.•We will always follow instructions.•We will be kind to everyone. | Kind interactionsCalm voices, positive body language and faceAll adults addressing behaviour consistently | Marble JarWhole class rewards-StickersTreatsRaffle Tickets |

**Relentless Routines across school by all staff**

1. Meet and greet
2. Manners- staff and children greeting one another on corridors
3. Call to attention- clap/bell. Children to respond straightaway.
4. Hands up to answer questions unless otherwise specified by staff
5. Resolve a situation as quickly as possible and let it drop.

**All staff must log instances of poor behaviour into CPOMS.**

**Anti-Bullying Policy**

**Introduction**

Every child at Fairburn Community Primary School irrespective of ability, ethnic origin, gender or social background has the right to enjoy learning and social activity in school free from any intimidation. Our school will not tolerate bullying behaviour of any kind including unkind actions or remarks, verbal taunting and exclusion from groups. This ethos will be communicated throughout the school by the attitudes and actions of the school community. These are reflected in our

* school aims and values
* school expectations
* PSHCE (personal, social, health and citizenship education)
* collective worship
* anti-bullying week (November)
* E-safety learning through the Computing and PSHE curriculum

If any parent / carer suspects that their child is being bullied the class teacher must be told immediately.

**Aims:**

* To be aware of the quantity and particular nature of bullying that takes place in school (e.g. physical/name calling/racist abuse/homophobic bullying)
* To be aware of areas of the school that pose a threat to pupils and take appropriate actions to reduce threats
* To create a caring community where all children feel able to communicate their feelings and concerns not only to adults in the school but also to one another

**Objectives:**

* This policy outlines what Fairburn Community Primary School will do to prevent and tackle all forms of bullying;
* Fairburn Community Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form;
* Fairburn Community Primary School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for social, emotional and mental wellbeing;
* By effectively preventing and tackling bullying, Fairburn Community Primary School can create a safe environment where the potential of everyone in its community is nurtured and developed to reach their full potential

**Purpose:**

 Fairburn Community Primary School will support staff to promote positive relationships, to help prevent bullying-

* We recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;
* We have a commitment to intervention by identifying and tackling bullying behaviour appropriately and promptly;
* We will ensure that children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by this Anti-bullying policy;
* We require all members of the community to work to uphold this Anti-bullying policy;
* We will report back to parents and carers regarding concerns on bullying, dealing promptly with complaints;
* We recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents and carers regarding all reported bullying concerns and will seek to keep them informed at all stages;
* We seek to learn from good anti-bullying practice elsewhere;
* We will utilise support from the Local Authority and other relevant organisations when appropriate

**Definition of Bullying:**

Bullying is the “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumour.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Bullying is not having a single argument or fight with someone. It is not saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

**Bullying can happen to anyone.**

**Forms and Types of Bullying Covered by this Policy:**

This policy covers all types and forms of bullying including:

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

|  |  |
| --- | --- |
| **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: * Racial
* Faith-based
* Gendered (sexist)
* Homophobic/biphobic
* Transphobic
* Disability-based
 | 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 or gaming sites  |

# Child on Child Abuse

Child on Child abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiating or hazing type violence and rituals and sharing nudes and semi-nudes.

All allegations of abuse are serious. The DSL is informed and a record made on CPOMs. The DSL will respond by investigating what has happened, which includes: speaking to staff pupils and parents and then deciding on any necessary course of action.

Actions may include any of the following:-

· meeting with parents

· organising support for perpetrator and victim in school

· organising with the teacher to address issues through RSE lessons

· organising assemblies

· refreshers for pupils on E-Safety

· refreshers for parents on E-Safety and age limits

· making an Early Help referral

· reporting to Children's Social Care

· reporting to the police

Further information can be found in:-

Keeping Children Safe in Education (KCSiE) DfE updated September 2022

**Responding to Bullying:**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

* If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern;
* School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate;
* The head teacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved;
* The DSL will be informed of all bullying issues where there are safeguarding concerns. If there are any safeguarding concerns the DSL will follow the procedures set out in the school’s Child Protection Policy;
* The school will speak with and inform other staff members, where appropriate;
* The school will ensure parents and carers are kept informed about the concern and action taken, as appropriate and in line with the Child Protection Policy;
* Consequences, as identified within the Behaviour policy, and support will be implemented in consultation with all parties concerned;
* If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm;
* Where the bullying of or by children takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the Behaviour policy;

**Reporting:** A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

**Cyberbullying:**

* Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks;
* Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else;
* Technology can be used to carry out a wide range of unacceptable or illegal behaviours
* Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate;
* Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met;
* School recognises that any member of the school community; child, staff member, parent or carer; can be involved in and be affected by cyberbullying;
* Cyberbullying can take place between children; between children and staff; between parents, carers and children; between parents, carers and staff; and between staff members’
* Fairburn Community Primary School encourages parents and carers to take responsibility for their child’s internet usage. This includes their child’s use of all social media platforms and how their child interacts online with other members of their community.

When responding to cyberbullying concerns, we will:

* Act as soon as an incident has been reported or identified,
* Provide appropriate support for the person who has been cyberbullied;
* Work with the person who has carried out the bullying to ensure that it does not happen again;
* Inform and work with parents to mitigate against future issues involving cyberbullying;
* Consider confiscation and a search of children’s’ electronic devices, such as mobile phones, in accordance with the law, specifically section 15 of the DfE ‘Searching, Screening and Confiscation at School - January 2018) advice; Request the deletion of locally held content and content posted online if they contravene our Behaviour Policy;
* Ensure that consequences are applied to the person responsible for the cyberbullying; in conjunction with steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need;
* Inform the police if they believe a criminal offence has been committed;
* Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
	+ - advising those targeted not to retaliate or reply;
		- providing advice on blocking or removing people from contact lists;
* Helping those involved to think carefully about what private information they may have in the public domain;
* Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
* Take all available steps where possible to identify the person responsible.

**Supporting Children who have been bullied:**

Children who have been bullied will be supported by:

* Reassuring the child and providing continuous pastoral support;
* Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice;
* Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate;
* Working towards restoring self-esteem and confidence;
* Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers;
* Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

**Children who have perpetrated bullying will be helped by:**

* Discussing what happened, establishing the concern and the need to change;
* Informing parents and carers to help change the attitude and behaviour of the child;
* Providing appropriate education and support regarding their behaviour or actions;
* If online, requesting that content be removed and reporting accounts/content to service provider;
* Consequences, in line with our Behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspension or permanent exclusions;
* Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or the Children and Young People's Mental Health Service (CYPMHS).

**Supporting Adults who have been bullied:**

We recognise that bullying of staff, whether by children, parents, carers or other staff members, is unacceptable.

Employees who have been bullied or affected will be supported (when relevant) through the Disciplinary and / or Grievance policy (HR) or Concerns and Complaints Policy.

**Preventing Bullying:**

Our School will:

* Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
* Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);
* We recognise the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required;
* Openly discuss differences between people that could motivate bullying, such as:

- children with different family situations,

- looked after children,

-those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;

* Challenge practice and language (including ‘banter’);
* Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
* Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
* Actively create “safe spaces” for vulnerable children and young people;
* Celebrate success and achievements to promote and build a positive school ethos.