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## Overview

At Grantham Additional Needs Fellowship we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our school is a place where pupils and staff enjoy being, where both individuals and group success is celebrated and where there is a very clear understanding of what is expected and this is consistently applied throughout the whole school. Due to the nature of our schools and the broad range of additional needs, we adopt a personalised approach when managing behaviour to take into account individual needs.

We recognise our role in the local community and it is our aim to educate our pupils in relation to positive behaviour outside of school.

## Aims

The aims of the policy are:

- Respect for all (our schools' ethos and curriculum promote core British Values through everything we do)
- Feeling safe and valued to enable personal growth (Safeguarding the physical and mental wellbeing in all the school community with strong, systemic routines and practices that will allow children and adults to grow with confidence and security. Any changes that challenge or compromise the safety and welfare of anyone will be robustly and swiftly tackled)
- Preparation for future life and global citizenship (a rich and diverse curriculum that starts with local environment and spreads out to celebrate cultures, faiths and people including those with protected characteristics)
- Autonomy and self-regulation – the ability to make positive choices (we believe in equipping children with lifelong skills, making choices and reasoning about these will support them in relationships, careers, personal safety and finance. This will be scaffolded and supported by the sequential PSHE curriculum as well as behaviour policy and school culture)

## Pupils

- All pupils (except sixth form) must wear school uniform. Sixth form pupils may wear their own smart work-wear
- Hoodies (jumper material) are not permitted in school
- Raincoats with a hood are allowed
- Only natural hair-colours are accepted
- Hair shaving in full and patterns shaved into the side are not accepted
- Pupils are expected to refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality
- Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Be punctual in accordance with your timetable
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Complete work to the best of your ability
- Adhere to any given sanction



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## **Positive Behaviour Management**

Pupils across Grantham Additional Needs Fellowship have a wide range of additional needs and this is taken into account when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered. First and foremost, it is the responsibility of the class team to assess and implement behaviour management strategies as they deem appropriate. If this is not successful then there is a clear system which staff can use to seek further support. Across Grantham Additional Needs Fellowship we adopt an 'on-call' system to ensure that there is a school leader or behaviour mentor on-site to assist any staff member who requires additional support in managing behaviour. The on-call staff use restorative practices to prevent behaviour impacting the normal running of the school and promote positive learning environment. In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, multiple reflection spaces are located around school. It is then the aim to use de-escalation techniques and work 1:1 or in small groups until pupils are ready to re-engage in class.

At Grantham Additional Needs Fellowship, we use the Team Teach solutions to ensure pupils' and staff safety. This is an accredited training programme of de-escalation and planned physical intervention. Whilst physical intervention is used as the last stage of a hierarchy of interventions, it helps managed distressed behaviours and conflicts safely and respectfully.

### Behaviour Plans/ Pupil Support Plans

We understand that behaviour is a form of communication. We never conceptualise challenging behaviour as being located within the child as a personality trait but perceive it as providing us with a message about the young person's understanding of the world they are struggling to engage with. When we determine that any particular behaviour is impacting negatively on the pupil's ability to learn, the pupil's safety or well-being, the learning or safety of other pupils, the safety of staff or the smooth running of the school then we will plan an intervention to support change.

Any pupil who experiences challenging behaviour have a Behaviour Plan drawn up by the Senior Leadership Team in liaison with class staff and parents. This describes the circumstances that may lead to behavioural challenge from the pupil and the responses that must be deployed by staff. Consistency of approach, including in some cases the exact symbols or language to be used. This is essential when helping pupils with Autism to re-establish their emotional equilibrium at times of stress. It is expected that staff working with a particular pupil are familiar with and have easy access to Behaviour Plan. Behaviour plans are shared with parents and discussed with pupils when appropriate. They are contained within class folder.

***In order to support behavioural change and the development of increasingly pro-social behaviour patterns we operate a simple 'plan-do-review' hypothesis testing model:***

#### **1. What we observe is causing the behaviour?**

- Is this behaviour related to something in the environment?
- Is this behaviour arising from a difficulty in social comprehension?
- Does this behaviour arise from a communication difficulty, either receptive or expressive?
- Is the young person being asked to cope with too many changes without adequate warning or preparation?



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**2. Based on our responses to the questions above we may seek to implement changes and introduce these into the Behaviour Plan. Such changes related to the hypotheses above may include:**

- Changes to the environment, sensory programmes to support the young person in managing the environment, direct teaching of a new skill such as relaxation to support self-regulation
- The use of a social story, changes in adult interaction style, direct teaching of social skills or support for other students in changing their approach towards the young person concerned
- Changes to adult communication methods including curriculum delivery and inter-personal exchanges, the use of communication aids to support the young person in expressing their emotions and wishes in socially acceptable ways
- Review the timetable that the young person is following, revise the scheduling system in place for the young person to ensure that it is sufficiently clear and supportive
- Introduce a behaviour plan with a clear target, recording mechanism and reward system
- Teach a new skill, for example: relaxation, removal to a quiet area, a new communication system, social skills. Where a new skill is being taught ensure that adequate tuition and positive reinforcement of successful use is in place

**3. Review progress after an agreed period of not more than 6 weeks. Repeat the cycle of steps above, making further changes to the Behaviour Plan based on what has been learnt through the previous plan – do – review cycle.**

Self-awareness

Some pupils may, at times, be quite overwhelmed and display behaviour that can be distressing and extremely challenging to those who are new to it. Such behaviour may include spitting, biting or uncontrolled lashing out. Episodes of challenging behaviour can be extremely emotionally charged for adults. Such episodes may impact on staff in unexpected ways, particularly those who are new or inexperienced. It is very important that staff remain self-aware in challenging situations to support pupils. Staff anxiety or upset can easily communicate itself to pupils and heighten further their worries and behavioural challenges.

***Specific management strategies and Team Teach techniques will be found in each pupil's Behaviour Plan and/or Risk Assessment, but in general terms:***

- Keep speech clear and calm. In general, less is better
- Maintain a composed facial expression
- Maintain a relaxed body posture that is not confrontational
- Be directive and positive, communicating what you wish to happen rather than what is unacceptable
- Hand over to another member of staff if feeling overwhelmed or losing personal control
- Be prepared to accept help from another member of staff who may notice heightened stress levels in you
- Use agreed interventions

After such an episode we understand that members of staff may require a break from direct contact with young people to recover their equilibrium. Senior leaders will typically take the responsibility for offering such a break but staff should also request this themselves if required. Subject to the immediate needs of the whole school community such requests will be granted wherever possible.



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Following a significant incident, including those involving physical aggression, a formal debrief will be conducted with all staff who have been involved and led by a member of the senior management team. Staff report these debriefs to be very supportive and an excellent opportunity for reflection and moving on. There is a formal written protocol for such debriefs which is available to all staff.

### Rewards and recognition of success

At Grantham Additional Needs Fellowship, we hold high regard for celebrating success at all levels. Each week we deliver a celebratory assembly at both schools and present awards for excellent work in reading, writing, sport, individual outcomes and for collective class groups. Pupils are presented with trophies and certificates and pictures are displayed both in school and on the Grantham Additional Needs Fellowship website and social media platforms.

At Ambergate there is also a reward system, named 'PowerPoints'. In every lesson across the school pupils can achieve up to 10 points. Pupils can also earn extra points for positive behaviour around school, such as being polite and showing respect for school property and equipment. Points have monetary value and pupils are able to purchase prizes with their points. These prizes are awarded in assembly.

### Sanctions

At Grantham Additional Needs Fellowship we understand the importance of ensuring that all sanctions are reasonable and proportionate to the circumstances. Furthermore, we carefully consider a range of factors including individual needs and age.

Grantham Additional Needs Fellowship have a range of sanctions which can be implemented as deemed appropriate. Sanctions include:

- Playtime detention
- After-school detention
- Internal suspension
- Fixed-term external suspension
- Permanent external exclusion

## **Curriculum supporting behaviour for learning**

The structure and breath of school's curriculum supports behaviour expectations and protocols. Pupils are encouraged to reflect on their behaviour and impact on themselves and others, allowing them to start to reason about consequences and make good choices.

A strong and sequential PSHE and RSHE curriculum allows all pupils to explore developmentally appropriate issues across the school, giving them the skills to be able to structure questions and support their feelings and mental health. This also teaches from the earliest years about respect and consent at a developmentally appropriate level. Pupils learn about the protected characteristics and understand school focus on celebrating inclusion and diversity.



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### Detention Protocol

- Playtime detention may be given by all members of staff.
- After-school detention must be agreed by SLT before the pupil is informed. In this event, it will be the parents/carers responsibility to collect the pupil at the time stated and meet with a member of the SLT.

### Suspension/Exclusion Protocol

Grantham Additional Needs Fellowship believe that the very best place for learners to be is in school where they are safe and are learning. However, we do recognise that as a very last resort there may be occasion where the school will need to suspend or exclude a pupil.

Our school will follow the CIT Trust Exclusions policy, <https://citacademies.co.uk/wp-content/uploads/2021/08/Exclusion-Policy-July-2021-1.pdf>

The principal legislation to which this policy relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

A pupil may be externally suspended for a fixed-term period or permanently excluded. Only the Headteacher can suspend/exclude a pupil and this must be on disciplinary grounds. The main reasons for external suspension/exclusion are as follows:

- Serious physical violence
- Persistent bullying
- Discrimination
- Damage/vandalism to school property/equipment
- Possession of a prohibited item
- Persistently not adhering to school rules

All permanent external exclusions are subject to review by the Local School Board.

### Exclusion Periods

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period suspension does not have to be for a continuous period.

A fixed-period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to suspensions, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Local School Board meeting is triggered.



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The law does not allow for extending a fixed-period suspension or 'converting' a fixed period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

### Notification of Parents

If a pupil is suspended or excluded then we will, without delay, notify parents of the period of the exclusion and the reason(s) for it.

We will also, without delay, provide parents with the following information in writing:

- The reason(s) for the suspension or exclusion;
- The period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this process.
- How any representations should be made; and
- Where there is a legal requirement for the Local School Board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information mentioned in the above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

### **Addressing Violent Behaviour**

Violent behaviour is never acceptable. This is both physical and verbal violence such as threats and intimidation. This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately, and a senior staff member should be involved.

An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.

- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.
- The views of all parties involved should be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions must be logged – timed and dated and assigned to key staff as soon as humanly possible after the incident, with all necessary follow ups logged as further actions or information is available.



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- If there are any concerns regarding signs of abuse and a child is 'acting out' then the DSL must be informed, and the appropriate action taken.
- Parents of all parties should be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PHSE curriculum provision.

## **Tackling Hate Behaviour**

Grantham Additional Needs Fellowship have a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics.

We will ensure that we:

- 1 Acknowledging the problem.  
We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the low level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.
- 2 Securing a commitment from all senior leaders.  
At Grantham Additional Needs Fellowship there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics.
- 3 Training for all staff.  
All staff will be involved and receive the same training. This means that lunchtime staff, site managers, behaviour mentors, teaching assistants and staff working in reception will know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.
- 4 Updating policies and procedures.  
All policies will be reviewed and updated regularly to ensure that they included lesbian, gay, bisexual and transgender (LGBT) pupils and, importantly, adults. Systems to safeguard pupils, such as training for the designated officer for child protection, and policies will ensure that staff had a good level of knowledge about tackling prejudice-based bullying.
- 5 Tackling homophobic and transphobic language strongly.  
We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, was recorded and followed up. Incidents will be taken seriously, and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours, and we will include parents and carers, governors and the community in helping to combat poor behaviour.
- 6 Developing the curriculum to ensure we teach children about the protected characteristics.  
We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain.



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At GANF we ensure that staff do not make assumptions about pupils' families, and include references to same-sex couples and families. Lessons, books and topics covered all strands of diversity including sexuality and gender identity. Role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensured that the curriculum covered all types of diversity.

## **Searching, Screening and Confiscation**

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way. We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they *have reasonable grounds* to suspect that the pupil may have a prohibited item (listed in paragraph 31 of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations: tobacco and cigarette papers, fireworks and pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

## **Preventing Bullying (see Appendix 1)**

Grantham Additional Needs Fellowship and the Local School Board (Governors) are committed to providing a safe environment for all pupils and consequently take bullying and its impact seriously.

Pupils and parents/carers should be assured that bullying is not tolerated and known incidents of bullying will be responded to promptly and appropriately. This policy complements and supports the schools' Child Protection and Safeguarding Policy.





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The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the Designated Safeguarding Lead and Senior Leadership Team will report their concerns to their local authority children's social care.

## **Monitoring**

Behaviour across Grantham Additional Needs Fellowship is regularly analysed and shared with the staff team to inform the implementation of behaviour management strategies. Data is presented to Local School Board at each meeting throughout the year. The data collated informs SLT of patterns and trends of behaviour and facilitate action as deemed appropriate. The Trust also monitor any fixed term suspension or permanent exclusion as all such decisions are discussed with the Director of Education.

Ambergate Sports College and Sandon School are proud to be UNICEF Rights Respecting Schools.

This policy links to the following articles from the United Nations Convention on the Rights of the Child:

- **Article 3 (Best interests of the child):** All organisations concerned with children should work towards what is best for each child.
- **Article 12 (Respect for the views of the child):** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 13 (Freedom of expression):** Children have the right to obtain and to share information, as long as the information is not damaging to them or others.
- **Article 15 (Freedom of association):** Children have the right to meet and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 19 (Protection from violence):** Children have the right to be protected from all forms of violence, abuse, neglect and bad treatment.
- **Article 28: (Right to education):** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.
- **Article 29 (Goals of education):** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 39 (Recovery from trauma and reintegration):** Children who have been neglected or abused should receive special help to restore their self-respect.

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Bullying makes us all feel bad

We have the right to be safe at school.

Bullying is when someone hurts our body or feelings more than once.

If we are being bullied we must tell an adult at home or at school.

This will help us to feel safe.



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## Appendix 1

### Anti-Bullying

#### Statement

Grantham Additional Needs Fellowship and the Local School Board are committed to providing a safe environment for all pupils and consequently take bullying and its impact seriously. Pupils and parents should be assured that bullying is not tolerated and known incidents of bullying will be responded to promptly and appropriately.

This document complements and supports the following policies;

- Behaviour
- Child Protection/Safeguarding

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. The characteristics that are protected by the Equality Act 2010 are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the designated safeguarding lead and senior leadership team will report their concerns to their local authority children's social care.

#### Aims

The aim of this document is to work together to ensure that our school is a safe place for children and adults to be.

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises

#### Useful Contacts:

##### **Ambergate**

Designated Safeguarding Lead for GANF & Anti-bullying Champion: Lizzie Papworth – 07436 336736  
Deputy Designated Safeguarding Lead & Anti-bullying Champion: Fiona Light - 07860 504032

Deputy Designated Safeguarding Lead & Anti-bullying Champion: Daley Barber-Allen - GANF Headteacher – 07884 148316

##### **Sandon**

Deputy Designated Safeguarding Lead for Sandon & Anti-bullying Champion: Julia Kay – 01476 564957

Local School Board Safeguarding Governor & Anti-bullying Lead – contact via the clerk  
[jingle.governor@citacademies.co.uk](mailto:jingle.governor@citacademies.co.uk)

#### What is bullying?

Bullying is 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. (Anti-Bullying Alliance)

The main components that determine if a behaviour is bullying are;

Grantham Additional Needs Fellowship  
**Behaviour Policy - Statutory - Must be reviewed by LSB**



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**Repetition:** Bullying behaviours happen more than once

**An Imbalance of Power:** bullies use their power - physical strength, access to embarrassing information or popularity - to control or harm others



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**Intentional:** a behaviour or action is done with the intention to cause harm to another person or group  
Bullying may be related to; race, gender, religion, culture, appearance or health condition, home circumstances, sexual orientation etc.

**A child-friendly definition of bullying:** Bullying is something that can hurt you on the inside or on the outside. It can hurt you on the outside by hitting you and hurting you physically and it can hurt you on the inside by name calling or hurting your feelings. Bullying is done on purpose, it is not an accident. It is bullying if these things happen more than once.

#### **Signs of bullying may include;**

- Unwillingness to come to school
- Withdrawn or change in behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Damage or refusal to complete work
- Complaining about physical pain
- Self-harm
- Feels ill in the morning before school
- Is bullying other children or siblings
- Stops eating
- Is nervous when a cyber-message is received

The above list is not exhaustive, if you are concerned about your child displaying any of the above signs or changes in behaviour please contact the designated safeguarding lead immediately.

#### **Prevention**

The school will not only respond to instances or disclosures of bullying we will implement a vigilant and preventative approach throughout the school. This consists of school staff proactively managing issues between peers that may provoke conflict which may involve talking to pupils about issues of difference, the delivery of assemblies and workshops, addressing the issues as part of the curriculum and effective relationships between staff and pupils. The school promotes a value of respect for staff and other pupils, and an understanding of how an individual's actions affect others. At GANF bullying is not acceptable between any members of our school community including; pupils and their families, staff members, and stakeholders. We will endeavour to promote and facilitate a preventative approach across our whole school community.

As a school we recognise that unstructured times, such as break times, can be a difficult time for our pupils to remain regulated and socially interact appropriately. For this reason, we have a robust break time schedule which consists of a high staff ratio of identified staff members facilitating positive social interactions between our pupils. This enables our pupils to engage in positive games, activities and communications whilst being supervised effectively by staff who act proactively in managing issues between peers and prevent instances of negative interactions or bullying behaviour.

#### **Forms of Bullying**

Bullying behaviour can be:

**Verbal bullying** is saying or writing mean things. This could include; teasing, name-calling, inappropriate comments, taunting, threatening to cause harm etc.

**Physical bullying** involved hurting a person's body or possessions. Physical bullying includes; hitting, spitting, taking or breaking someone's things etc.



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**Online/Cyber-bullying** is bullying that takes place over electronic devices and can include sending, posting or sharing negative, harmful, or false content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are;

- Social media such as Facebook, Instagram, snapchat etc
- Text messages
- Instant messages such as email, social media, or device apps
- Online gaming platforms such as Xbox, PlayStation etc.

**Emotional/indirect bullying** is the continual emotional mistreatment of others, this includes, but it not limited to; isolating others, tormenting, hiding others belongings, threatening gestures, humiliation, intimidating, excluding, manipulation and coercion etc. This behaviour is often subtle, secretive and hidden from others witnessing. This can include the exploitation of individuals or isolating others.

### **Actions to take if you witness or suspect bullying**

#### **Pupils**

If you are being bullied:

- Tell an adult straight away. This can be any of the adults in school or an adult at home (they can always talk to school for you). There is always someone that can help you.
- If you do not want to talk to somebody you can write your worries down and pass this to any adult in school or an adult at home.
- If you see someone being bullied:
- Tell an adult straight away
- Do not join in

#### **Parents/Carers**

The support of parents/carers is vital in preventing bullying and children can often feel more comfortable in talking to the adults within their home. We ask that you;

- Look out for any signs that your child may be a target of bullying
- Monitor their use of technology appropriately, this may be close supervision when your child is using electronic devices or putting parental controls on your home's internet/children's individual devices. You can learn the steps to take in how to keep children safe online via NSPCC: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>
- Contact the school immediately and speak to your child's class teacher or the designated safeguarding lead, all reports of bullying are shared with the headteacher.
- Work with us to establish the facts and support your child
- It is expected that parents will model appropriate behaviour and conduct when addressing any conflict for their child this includes when intervening online. Parents are not encouraged to message other children on behalf of their own online.

#### **Staff**

- Contribute to creating and maintaining a welcoming and supportive environment for pupils and parents/carers
- Promote the wellbeing and ensure the safeguarding of all pupils
- Monitor and promote exceptional behaviour throughout the school day
- Take all reports of bullying seriously and immediately intervene
- Report all behavioural/bullying concerns to the designated safeguarding lead or senior leadership team



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- Log all reports of bullying, on the school's electronic recording system (Schoolpod), to ensure patterns in behaviour can be monitored and reviewed
- Liaise with parents/carers regarding any concerns or incidents of bullying and agree an appropriate time to review the original concern
- All staff are required to undertake Anti-Bullying training provided by Anti-Bullying Alliance as part of their induction
- All staff to participate in continued professional development regarding Child Protection and Anti-Bullying
- Identified Anti-bullying Champions will be responsible for overseeing all anti-bullying strategies in school including; analysis of behaviour data, preventative interventions, and restorative facilitation of peer relationships, however it remains the responsibility of all staff to promote and facilitate anti-bullying throughout the school.

If we become aware of any bullying taking place we will deal with the issue immediately. We will spend time talking to the pupil who has bullied and explain why the action was wrong and endeavour to support the child to change their behaviour in the future. The voice of any victims of bullying will be gained and the pupil will be reassured and supported. The context of the incident has an impact on the consequence that a pupil receives, and peer resolution will be promoted when appropriate. This will be carefully considered to ensure that there is a zero tolerance of bullying behaviour and to facilitate the opportunity to reflect and learn from their actions. Consequences may include; pupils being spoken to by the on-call team, playtime detention, afterschool detention, internal suspension, fixed term external suspension or permanent external exclusion. Our children's voice remains at the centre of all action and whilst peer resolution is promoted and facilitated by adults this will never be enforced if this against a child's wishes.

All reports of bullying, including the form of bullying, will be recorded via the school's electronic recording system to ensure that incidents and appropriate actions can be monitored and reviewed.

### **Bullying outside the school premises**

The Department for Education state:

'School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.' (DfE Preventing and tackling bullying; 2017).

Where a pupil or parent informs us of bullying off the school premises we will;

- Talk to pupils about how to avoid or manage bullying outside of school
- Talk to the headteacher/designated safeguarding lead of any other school whose pupils are bullying
- Talk to the police where this is deemed necessary

### **Creating an Anti-Bullying Culture in School**

The school's behaviour policy explains how we promote positive behaviour in school to create an environment where pupils display positive behaviour, abilities and attitudes whilst promoting self-esteem and encouraging mutual respect. This is implemented within the school day through the school rules, role modelling, and praising, rewarding and celebrating the success of pupils.

We also utilise the school's curriculum and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practiced. Our aim is to create a culture where bullying is not accepted by anyone within the school community. Our curriculum is used to;

- Raise awareness about bullying



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- Increase understanding for targets of bullying and support in building an anti-bullying ethos
- Teach pupils how to constructively manage their relationships with others
- Themed weeks, themed assemblies, role play, external workshops/visitors are used to show what pupils can do to prevent bullying, and to create an anti-bullying culture in school.

The school endeavours to ensure that all pupils know the difference between bullying and 'falling out'. External support is available regarding anti-bullying and useful links are;

<https://www.anti-bullyingalliance.org.uk/>

<https://www.beyondbullying.com/>

<https://www.childline.org.uk/>

<https://www.kidscape.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.thinkuknow.co.uk/parents/>

Childline: 0800 1111

### **Document Review**

GANF considers the Anti-Bullying document to be important and will be reviewed annually by GANF community. This will be conducted through parent/carer policy consultation, pupil consultation and an annual staff meeting. The Headteachers at GANF will oversee the final thorough review of all policy consultations and review practice each year in order to report to the Local School Board annually.