



Fostering curious, compassionate and joyful children who have a passion for learning and the courage and skills to shape a humane and sustainable world.

BEHAVIOUR AND ANTI-BULLYING POLICIES

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BEHAVIOUR POLICY

STATEMENT OF INTENT

Our school offers a human-centred approach where children can feel safe and be themselves, and where relationships are valued and nurtured in a culture of mutual respect. It plays an active role in supporting the wellbeing of every child. The school believes it is the responsibility of all members of the school community, including children, staff and parents/carers, to uphold this culture, and to work towards ensuring that we can all learn together in a safe environment free from fear.

The school community uses a model of ‘Respectful Communication’¹, developed from the work of Dr Thomas Gordon, as the main tool for supporting communication, problem solving and conflict resolution when a child or an adult has a problem with a behaviour. At the heart of this model is the belief that the relationship between adult and child should be based on honesty, authenticity and respect. Our goal is for all members of our school community to develop excellent communication skills and become highly proficient at resolving conflicts in a supportive, empathetic and non-judgemental way.

Teachers and children work together to establish codes of behaviour and appropriate consequences for both classroom and playground settings. This supports all children in taking increasing responsibility for themselves and their actions, and considering the welfare and wellbeing of others. Our vision is to support each child in cultivating a sense of compassion, empathy, understanding and respect for themselves as well as their community, and in developing openness to, and appreciation of, other world-views and identities.

This policy should be read in conjunction with related policies and procedures, in particular the ***Anti-Bullying Policy***.

Signature

Name Anton Simanowitz

Signature

Name Linda Morris

Chair of Governors

Head Teacher

Date

Date

¹ “*Teacher Effectiveness Training*” Thomas Gordon, 2003

1. AIMS OF THE POLICY

1. To support the child's development in ways that foster security, confidence and independence.
2. To provide an environment in which children and young people feel safe, secure, valued and respected.
3. To foster personal responsibility for behaviour in all members of the school community and to seek to understand the behaviour of self and others rather than to blame.
4. To support the development of self-discipline, co-operative and caring behaviour.
5. To nurture qualities such as empathy, kindness and respect in all members of the school community.
6. To promote, nurture and sustain a democratic and person-centred model for all our relationships.
7. To support children in understanding how expectations of behaviour may change in different circumstances and situations.
8. To ensure that all staff are aware of their professional duty of care, and have regular training to ensure they are able to implement this policy.
9. To promote an inclusive school community that meets the needs of all children, including those with Special Educational Needs.
10. To provide a whole school framework for procedures related to behaviour and discipline, ensuring clarity, support and consistency for children, staff and parents.

2. WHAT IS BEHAVIOUR?

In our school, we believe that whether a person's behaviour is defined as 'good' or 'bad' is dependent on whether another person or group of people perceives their action as producing an undesirable consequence.

If the actions of an individual or a group do not meet the needs of another individual, the group or their environment, then this is a problem.

Certain individuals and groups of children, e.g. those with Special Educational Needs and Disabilities, may be more vulnerable to the actions of others or may require more support in understanding the impact of their behaviour on those around them.

Clearly defined expectations of behaviour are essential for ensuring the actions of each person meets the needs of those around them and for the effective functioning of the school community.

2.1 EXPECTATIONS OF BEHAVIOUR

Our school's expectations of behaviour are defined under three headings:

1. Respect and responsibility for self and others:

- Showing care and kindness to ourselves and others, and acknowledging the care and kindness of others.
- Recognising, acknowledging and considering others' needs and points of view.

- Noticing when oneself or others need help or attention and taking action.

2. Attitude and commitment to learning:

- Participating authentically in all aspects of learning.
- Supporting others by allowing them to participate in their own learning.
- Co-operating with others and developing positive working relationships for learning together.

3. Respect and responsibility for property of self and others:

- Looking after the things around you and the physical environment.
- Using equipment and property safely and appropriately.
- Maintaining property with care, noticing when something needs doing and taking action.

These expectations remain consistent throughout all aspects of school life.

Please note the following policies which relate to these expectations:

2.2 BULLYING

The school values its culture of mutual respect and kindness and expects all members of the school community, including children and parents, to uphold this.

Any kind of bullying is unacceptable and the school treats all incidents of bullying seriously and in accordance with the bullying policy.

More information can be found in our ***Anti-Bullying Policy***.

2.3 HEALTH & SAFETY

The school expects all members of the school community to comply immediately with all policies and procedures which exist to protect the health and safety of the school community, in particular those related to emergency evacuation.

More details can be found in our ***Health & Safety Policy***.

2.4 TRIPS AND OUTINGS

The school highly values the provision of opportunities for learning outside the classroom. When children are representing the school on a trip or outing expectations of behaviour are high and children are expected to show consideration and respect for the wider community at all times.

More information can be found in our ***Trips and Outings Policy***.

3 PROMOTING POSITIVE BEHAVIOUR

Lewes New School values its culture of mutual respect and open and honest communication between adults and children, and recognises the role that this plays in the promotion of positive behaviour.

By upholding this culture we support children in taking increasing responsibility for themselves and their actions, and in considering the welfare and wellbeing of others.

We also strive to support the developing autonomy of each child, so they can recognise when the actions of another is not meeting their needs.

Children are encouraged to talk openly and honestly and trust that they will be listened to. They are empowered to develop the skills to problem-solve peacefully and respectfully.

Children are encouraged to uphold the behaviour expectations of our school community through verbal acknowledgment and appreciation, rather than through the use of rewards.

In addition, the school seeks to promote positive behaviour in the following ways:

3.1 IN THE CLASSROOM

1. Children are involved in drawing up codes of behaviour and discussing and defining what is acceptable behaviour in all areas of learning and experience.
2. Codes of behaviour are displayed in the classrooms so children know clearly what the agreed guidelines for behaviour are, and what is acceptable.
3. Staff model and provide a range of activities to encourage sharing, negotiation, co-operation and responsibility (eg tidying, helping with snacks, caring for plants).
4. Staff model and provide a range of activities to encourage polite and courteous behaviour and an awareness and acknowledgment of others.
5. Teaching staff encourage positive behaviour and support children in learning to openly express their feelings and preferences through play and a range of activities (eg Circle Time, stories, role-play, puppets).
6. Teaching staff work to ensure all children understand the consequences of their behaviour on others and on themselves.
7. The class teacher ensures that all children in his/her class are clear about the consequences when agreed behaviour guidelines are not followed.
8. Wherever possible, behaviour incidents are addressed by teaching staff. The Head Teacher will address persistent or more serious behaviour incidents.

3.2 IN THE PLAYGROUND

1. All children are involved in drawing up codes of behaviour and discussing and defining what is acceptable behaviour in all areas of play, learning and experience. This is done in individual classes and brought to assembly for whole school negotiation and agreement.
2. Codes of behaviour are visible in the playground so children know clearly what the agreed guidelines for behaviour are, and what is acceptable.
3. There are a range of activities to encourage sharing, negotiation, co-operation and responsibility (eg tidying, helping with lunch)

4. Staff support children to actively engage in play/ role play.
5. Staff support children in resolving conflict and other problems positively and constructively (through eg Peer Mediation and Conflict Resolution).

3.3 WORKING WITH PARENTS

The school seeks to involve parents in all aspects of school life, to ensure positive relationships and strong, ongoing communication between home and school.

In addition, the school takes practical steps to ensure parents are aware of this policy, understand the school's expectations of behaviour and know what to do if they have a problem, including publicising the policy on the school website and including a summary in the Parent's Handbook.

The school also publicises the Complaints Procedure so that parents know how to make a complaint.

4 INCIDENT RECORDING

All incidents related to behaviour that does not meet the expectations of the school are logged in the class Incident Book.

Repeated incidents, single serious incidents and all suspected or reported incidents of bullying are logged in the Serious Incident Folder (in the Head Teacher's office), and the Head Teacher is informed.

All records of Serious Incidents include the following details:

1. The nature of the incident.
2. Names of those involved.
3. An assessment of the seriousness (based on severity of impact, frequency, duration, intent, imbalance of power and perceived level of empathy or remorse).
4. Any action taken.
5. Details of further monitoring (including feedback from those involved and from parents).

5 ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

We aim to promote and sustain a caring whole-school culture where people seek to understand how their actions impact on others, and modify their behaviour based on this understanding. We encourage and support all members of the school community to reflect on their behaviour and actions.

5.1 THE WHOLE SCHOOL COMMUNITY

1. Model and facilitate caring, kind, respectful, empathetic and democratic relationships.
2. Model appropriate behaviours in different contexts (eg in the playground, assemblies or during performances).
3. Reflect on, and develop, their use of language, expression, body language and

- actions.
4. Listen considerately, ensuring feelings are heard and differences are respected.
 5. Demonstrate their acknowledgement of the possible consequences of their words and actions.
 6. Work together to resolve problems, respecting the efforts of others and the vision of the school.
 7. Approach their learning with an open mind and positive attitude.
 8. Notice when others need help and provide assistance and support.
 9. Respect their own property, and that of others and the school.

Additional responsibilities are as follows:

5.2 THE GOVERNING BODY

1. Liaises with the Head Teacher about the behaviour policy, and is made aware of specific situations where appropriate.
2. Discusses, reviews and endorses agreed strategies, and discusses the Head Teacher's report on the working of this policy.
3. Liaises with the Head Teacher to arrange for a regular programme of staff development, which includes safeguarding and child protection, anti-bullying and behaviour strategies and training for all staff.

5.3 THE HEAD TEACHER

1. Addresses persistent or serious behaviour incidents referred by staff.
2. Ensures that all staff have an opportunity for discussing, determining and reviewing policy and procedure.
3. Ensures appropriate training is available and procedures are brought to the attention of all staff, volunteers, parents and children.
4. Ensures proper record keeping and monitors all class incident records and serious incidents on an ongoing basis.
5. Reports to the governing body.
6. Liaises with external agencies where necessary.

5.4 STAFF

1. Familiarise themselves with this and related policies and procedure.
2. Ensure the day-to-day management and implementation of the policy and procedure.
3. At the start of each academic year, co-create with children and regularly review a school/ class code of conduct to promote kind, caring and respectful behaviour.
4. Take steps to promote a culture of care, kindness and respect within the school.
5. Be aware that certain individuals and groups of children, e.g. those with Special Educational Needs and Disabilities, may be more vulnerable to the actions of others or may require more support in understanding the impact of their behaviour on those around them.
6. Provide opportunities for all children to reflect on behavior, understand their responsibilities in keeping each other safe and happy, and consider acceptable ways to express strong emotions.
7. Provide good role models for positive behaviour including care, kindness and respect.
8. Ensure the curriculum is engaging, inspiring and appropriate.

9. Organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities, and modify the environment where necessary to influence behaviour.
10. Ensure behaviour strategies are appropriate to the child's stage of development and level of understanding.
11. Model and develop a positive attitude towards learning.
12. Liaise with the Head Teacher over all incidents involving children in their care.
13. Keep clear records of all incidents in a class Incident Book or, for more serious incidents, in the Serious Incident File in the Head's office.
14. Employ consistent approaches to behaviour management as set out in the policy.
15. Undertake appropriate training including T.E.T.

5.5 CHILDREN

1. At the start of each each academic year, co-create and regularly review a school/class code of conduct with staff and peers to promote kind, caring and respectful behaviour.
2. Participate in relevant opportunities for developing reflective self awareness and awareness of others (through eg Circle Time, assemblies and one-to-one time with staff).
3. Seek to resolve conflict and other problems positively and constructively (through eg Peer Mediation and Conflict Resolution).
4. Inform an adult if someone's behaviour is persistently causing distress or disrupting their learning.

5.6 PARENTS AND VOLUNTEERS

1. Familiarise themselves with policy and procedure (information available in the Parent Handbook and on the website) including P.E.T.
2. Take steps to promote a culture of care, kindness and respect within the school.
3. Report any concerns or incidents to a member of staff.
4. Refer incidents involving their children which arise within school to the class teacher.

6 INFORMATION

6.1 USEFUL CONTACTS

www.gordontraining.com/

The US website for PET and TET

<http://www.gordontraining.co.uk>

UK based training in PET and TET

<http://familylives.org.uk> Tel: 0808 800 2222

Advice and support for all aspects of family life

6.2 INFORMING OUR POLICY

“Teaching Children Self-Discipline at Home and at School”, Thomas Gordon, 1989
“Teacher Effectiveness Training” Thomas Gordon, 2003

6.3 MONITORING THE EFFECTIVENESS OF THE POLICY

The Head Teacher and Team Leaders will consider all serious incidents involving behaviour and determine whether the strategies used were appropriate and whether they can be improved. A report of the effectiveness of policy and practice will be reviewed by the Governing Body on a termly basis.

This policy will be reviewed and updated **every two years**.

6.4 PUBLICISING OUR POLICIES & PROCEDURES

Lewes New School makes its policies and procedures available to all parents of children and of prospective children on the school’s website and in the school office.

On completion or review, all policies and procedures are communicated to all staff (teaching and support staff) and are linked to the induction of all new staff.



PROCEDURE FOR ADDRESSING BEHAVIOUR

If a child's behaviour is not meeting our expectations the school will address this. All strategies to address behaviour are in accordance with the underlying principles set out in this policy.

1 GUIDELINES FOR COMMUNICATION WHILE ADDRESSING BEHAVIOUR OR RESOLVING CONFLICT

Lewes New School adopts an approach to communication that seeks to promote open dialogue rather than to impose a particular point of view.

In the event that a member of staff feels it necessary to intervene to address behaviour or resolve social conflict between children then it is essential that the adult remains calm throughout the exchange in order to support the children.

Guidelines for communication are as follows:

1. Active, reflective listening by all persons involved
2. Clarification of what is heard by each person ("It sounds to me as if...")
3. Identification of the underlying feelings, if possible ("I think that might make me feel sad if it were said to me, so I am wondering if you feel sad?:)")
4. Expressions of needs; how can those needs be met?

If two people are having a disagreement, it is useful to always speak in the first person ("I feel...", "I think...", "I am...") rather than the second person ("you are..."). Using the second person when discussing a problem can sound blaming.

Here's the format:

I feel _____
 When _____
 Because _____
 What I want is _____

2 PROCEDURE FOR MINOR BEHAVIOUR INCIDENTS IN THE CLASSROOM

All staff use the following procedure if a child or group of children repeatedly disrupt or interfere with the needs of the class or the teacher:

1. Offer a reminder about expectations and the unacceptability of the behaviour.
2. Depending on the child and their understanding of the situation, offer a 2nd or 3rd reminder.
3. If the behaviour persists, there may be consequences e.g. the child may be asked to leave the classroom and go either to another class or to the Head Teacher. This is not to 'punish' the child, but to protect the needs of the class to learn and the teacher to teach.

4. In general, children are expected to decide for themselves when they are ready to return, so this should be made clear.
5. In cases of very serious or repeated misconduct, ask a member of staff or another child (as appropriate) to accompany the child to the Head Teacher or another member of staff. In this instance, the receiving teacher or Head Teacher writes a short message to confirm the child is with them, which is returned via the 'messenger' to the Class Teacher.
6. Record the incident in the Class Incident Book.
7. Inform parents at the end of the school day, if appropriate.

3 PROCEDURE FOR SERIOUS BEHAVIOUR INCIDENTS IN THE CLASSROOM

In the event that a child's behaviour has a serious consequence for those around them, and in all instances of a child's behaviour posing a threat to the safety of others or to their environment, the following procedure is followed:

1. Take the child immediately to Head Teacher, or ask another member of staff to do so.
2. If this is not possible, send another child to ask the Head Teacher to come immediately to provide assistance.
3. Inform the rest of the staff so that they are aware of the problem if necessary.
4. Contact the parents immediately if appropriate.
5. If parents are not contacted immediately, provide an Incident Form to parents at the end of the day.
6. Log the serious incident in the Serious Incident File (in the Head Teacher's office).

4 PROCEDURE FOR BEHAVIOUR INCIDENTS IN THE PLAYGROUND

For all behaviour incidents arising in the playground, the appropriate procedure for minor or serious incidents in the classroom is followed.

In addition, the member of staff on duty should:

1. Contact the class teacher after playtime so s/he is aware of any problems that have not been resolved.
2. In the event of a serious incident, contact the Class Teacher or Head Teacher immediately,

5 PROCEDURE FOR IMPOSING SANCTIONS

Sanctions are imposed on children as a last resort, if there is agreement that consequences have proven ineffective in addressing a behaviour.

In this instance, the following procedure is followed:

1. Parents of the child/ren involved are invited to a meeting with the Head and Class Teacher and the child.
2. Expectations for appropriate behaviour and strategies for addressing the inappropriate behaviour are discussed and agreed between the child, parents and school.

3. All agreed strategies are written down as an Individual Behaviour Plan (IBP) to including sanctions such as 'time out'. Behaviour Plans are agreed with the child, including agreed timeframes.
4. Copies are filed with Incident Records.
5. Agreed strategies are discussed with the child to ensure they fully understand them.
6. Behaviour is closely monitored by the Class Teacher against the IBP.
7. If behaviour continues to be perceived as a significant problem that is consistently impacting negatively on others following the IBP, the child will be asked to leave the school.
8. The school rejects the use of corporal punishment at all times.

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ANTI-BULLYING POLICY

STATEMENT OF INTENT

Our school offers a human-centred approach where children can feel safe and be themselves and where relationships are valued and nurtured in a culture of mutual respect. The school takes a pro-active approach to preventing bullying by upholding this culture and believes it is the responsibility of all members of the community, including children, staff and parents to ensure that we can all work and learn together in a safe environment free from fear.

The school governors value the good relationships between all of the school community as fostered by the school, and believe that bullying in any form is unacceptable. They expect that all reported incidents are taken seriously and managed appropriately and in accordance with the ethos of the school.

When bullying does occur, the school will intervene to resolve the issue and protect the victim. The school will also seek to understand and resolve the underlying causes behind the bullying behaviour and recognises that the child engaging in bullying may also need support.

This policy should be read in conjunction with related policies, procedures and codes of conduct, particularly those relating to ***Behaviour, Safeguarding and Child Protection*** and ***Equality***.

Signature

Signature

Name

Name

Chair of Governors

Head Teacher

Date

Date

1 AIMS OF THE POLICY

We aim:

1. To uphold the safety, happiness and wellbeing of all members of the school community.
2. To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
3. To nurture qualities such as empathy, kindness and respect in all members of the school community.
4. To ensure all members of the school community understand that we take bullying seriously.
5. To take steps to prevent all forms of bullying in and out of school.
6. To support everyone in identifying and protecting those who might be bullied or engage in bullying behaviour.
7. To sustain a culture where children feel they can trust and tell adults if they are being bullied or know about any bullying.
8. To respond to anyone accused of bullying in a way that will help him/her to adapt his/her behaviour.
9. To ensure that all staff are aware of their professional duty of care, and have regular training to ensure they are able to implement this policy.
10. To provide a whole school framework for procedures related to bullying, ensuring clarity, support and consistency for children, staff and parents.

2 WHAT IS BULLYING?

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”²

“Bullying is an anti-social behaviour resorted to by young people when their social skills are inappropriate, and we must respond in a way that will help them to learn better behaviour.”³

A bullying incident is treated as a Child Protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. In this instance, the school's Safeguarding Policy and Procedures come into play. Police and/or Social Services will become involved if necessary.

2.1 FORMS OF BULLYING

The NSPCC describes how bullying can take many forms but usually includes the following:

Physical - hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

Verbal - offensive name calling, insults, racist remarks, sexist or homophobic jokes,

² *Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies*, DfE, 2012 p. 4

³ *“Bullying: A complete guide to the support group method”*, Robinson and Maines 2008, p25

teasing, threats, using sexually suggestive or abusive language.

Sexual - *abusive sexualised name calling, inappropriate and uninvited touching, inappropriate sexual innuendo and/or proposition.*

Indirect - *spreading nasty stories/rumours about someone, intimidation, exclusion from social groups. (Cyber bullying is an indirect form of bullying.)*

There is no 'hierarchy' of bullying, and we aim to take all forms equally seriously. However, we recognise that the following forms of bullying can be harder to identify:

Homophobic bullying *can be hard to identify because it may be going on in secret. It may include a person being made to feel unwelcome, belittled, or harassed (through gossip, name-calling, jokes and other hate acts - both in the virtual e.g. online and 'real' world.)*

Cyberbullying *is a form of bullying which uses technology to deliberately harm or upset others. This type of bullying can happen in many ways, eg using mobile phones or the internet.*

For more information please see the appendix: **Cyber Bullying**

2.2 SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs or behaviour that he or she is being bullied. This list is not exhaustive, but possible signs that a child is a victim of bullying could include:

- Unwilling to go to school
- Withdrawn, anxious or lacking in confidence
- Starting to stammer
- Attempting or threatening self harm
- Crying him/herself to sleep at night or having nightmares/ bedwetting
- Regularly feeling ill in the morning
- Beginning to do poorly in school work
- Coming home with clothes torn or books damaged
- Possessions going missing
- Unexplained cuts and bruises
- Not eating
- Frightened to say what is wrong
- Frightened of walking to or from school
- Changes to his/her usual routine

2.3 THE RELATIONSHIP BETWEEN THE BULLY AND THE VICTIM

Bullying can take place between all members of the community. It may be face-to-face or indirect. The bully and victim are in a relationship that persists over time and is characterised by the continuing fear that the victim feels, even when the bully is not there.

A bully:

- May be a person or a group.
- Behaves in a way that meets their needs (eg for excitement, status or material gain).
- Doesn't recognise or meet the needs and rights of others who are harmed by the behaviour.

A victim

- May be a person or group.
- Is harmed by the behaviour of others.
- Does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

A bystander

- May be a person or group.
- Witnesses the harmful behaviour of others.
- Does not intervene, directly or indirectly, to prevent the harmful behaviour.

The school believes that a person should be treated as being bullied simply because s/he perceives that s/he is. Every accusation of bullying will be investigated.

It also recognises that it must take note of bullying perpetrated outside school, including cyber bullying, which may impact on a child's experience at school. The school will do what is reasonably practicable to eliminate any such bullying.

Wherever possible we strive to work alongside all those involved in bullying behaviour, to resolve problems in a way that fosters empathy and creative problem-solving, empowers confidence and promotes positive change.

We understand that everyone has disagreements with each other and friends may fall out from time to time. We do not define this, or occasional acts of aggression, as bullying.

2.4 RESPONDING TO HATE OR PREJUDICE-BASED INCIDENTS AND BULLYING

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our children to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, consequences and support for perpetrators and their families and education for our children, young people and communities.

In response to all bullying, hate or prejudiced-based incidents, we will refer the ***Procedure for Imposing Sanctions*** as set out in Section 5 of the ***Behaviour Procedures*** above.

3 PREVENTION

Lewes New School values its culture of mutual respect and open and honest communication between adults and children, and recognises the role that this plays in the prevention of bullying.

By upholding this culture we support children in developing autonomy and forming reasoned, informed judgements and decisions. Children are encouraged to talk openly and trust that they will be listened to.

In addition, our school seeks to prevent bullying by:

1. Promoting a caring, safe and positive environment within the school.
2. Providing opportunities for exploring relationships, developing personal boundaries, self-esteem and self-assertiveness, through eg Circle Time.
3. Celebrating equality and diversity, providing regular opportunities for celebrating different cultures and life choices through assembly and exploring diversity and difference through eg Circle Time.
4. Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
5. Ensuring frequent opportunities for formal and informal communication between teachers and parents, so staff are aware of issues at home or within social groups which may leave a child vulnerable to bullying.
6. Ensuring teachers have regular opportunities for one-to-one conversations with children, to support the development of open and trusting communication and enable teachers to know their children well and be alert to changes in behaviour.
7. Ensuring staff receive regular anti-bullying training and records of this training are maintained.
8. Providing opportunities for older children to train as Peer Mediators.
9. Providing opportunities for children to work alongside Learning Mentors, establishing a close trusting one-to-one relationship with an adult outside of their class environment.

3.1 RAISING AWARENESS

The school is committed to promoting the welfare of all children and supporting them in feeling safe. The school has clear guidelines for respectful communication and clear expectations of behaviour, which are communicated consistently to all members of the school community.

INVOLVING CHILDREN

Children are involved in drawing up codes of behaviour and discussing and defining what is acceptable behaviour in all areas of learning and experience at the start of each school year.

As part of these discussions, and periodically throughout the year, teachers ensure children are aware of the nature and impact of bullying, their role in preventing bullying, and what to do if they experience or witness bullying behaviour.

Children are involved in ensuring that information about where to find support is displayed around the school.

WORKING WITH PARENTS

The school seeks to involve parents in all aspects of school life, to ensure positive relationships and strong, ongoing communication between home and school.

In addition, the school takes practical steps to ensure parents are aware of this policy and know what to do if they suspect their child is being bullied, including publicising the policy on the school website, and including a summary in the Parent's Handbook.

The school also publicises the Complaints Procedure so that parents know how to make a complaint.

3.2 IDENTIFYING VULNERABLE CHILDREN

The school recognises that certain children, at certain times, may be more vulnerable to bullying. This vulnerability is not always obvious so open, ongoing communication is key to identifying those at risk.

This list is not exhaustive, but staff are aware that children in the following situations may be more vulnerable to bullying:

1. New to the class or school.
2. Those perceived as different in appearance, speech or background from other children.
3. Wider family and environmental factors (eg family break up).
4. Children with disabilities and SEN.
5. Children with emotional or behavioural difficulties.
6. Children experiencing anxiety or low self-esteem.

The school acknowledges that some of these situations (including eg wider environmental or family changes, anxiety and low self-esteem) may also be a factor in causing some children to become the perpetrator of bullying behaviour.

4 INCIDENT RECORDING

All alleged or suspected incidents of bullying are recorded as part of the school's Behaviour Incident Recording procedure.

Any allegation of bullying related to cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender

reassignment or disability (from ofsted) constitutes a Serious Behaviour Incident.

All incidents of bullying are therefore logged in the Serious Incident Folder (in the Head Teacher's office), and the Head Teacher is informed.

All records include the following details:

6. The nature of the incident
7. Names of those involved (including the victim, perpetrator and any bystanders)
8. An assessment of the seriousness (based on severity of impact, frequency, duration, intent, imbalance of power and perceived level of empathy or remorse)
9. Any action taken
10. Details of further monitoring (including feedback from those involved and parents).

5 ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

5.1 THE WHOLE SCHOOL COMMUNITY

For the prevention of bullying behaviour, the whole school community is encouraged to create and sustain a mutually trusting culture where:

1. Bullying is seen by all to be inappropriate behaviour.
2. Feelings are heard and differences are respected.
3. Children, staff and parents feel a shared responsibility for the wellbeing of all.
4. Empathy for the feelings of others is actively fostered.
5. Everyone takes full responsibility for their role as models and facilitators of appropriate inter-personal relationships.

In addition to the above,

5.2 THE GOVERNING BODY

1. Liaises with the Head Teacher over all anti-bullying policy and strategies, and are made aware of individual cases where appropriate.
2. Discusses, reviews and endorses agreed strategies, and discusses the Head's report on the working of this policy.
3. Liaises with the Head Teacher to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies and training for all support staff and teachers.

5.3 THE HEAD TEACHER

1. Ensures that all staff have an opportunity for discussing, determining and reviewing policy and procedure.
2. Ensures appropriate training is available and procedures are brought to the attention of all staff, volunteers, parents and children.
3. Liaises with external agencies where necessary.
4. Ensures proper record keeping and monitors all class incident records on an ongoing

- basis.
5. Reports to the governing body on a termly basis.

5.4 STAFF

1. Familiarise themselves with policy and procedure.
2. Ensure the day-to-day management and implementation of the policy and procedure.
3. Liaise with the Head Teacher over all incidents involving children in their care.
4. Keep clear records of all incidents in class Incident Book and in Serious Incident Folder in Head Teacher's office.
5. Provide opportunities for all children to reflect on bullying and understand their responsibilities in keeping each other safe and happy.
6. Take steps to promote a culture of trust within the school.
7. Be alert to the possibility of bullying and be proactive in prevention and response.
8. Communicate clearly with parents about any reported or suspected incidents and strategies employed.

5.5 PARENTS AND VOLUNTEERS

1. Familiarise themselves with policy and procedure (summary available in the Parent Handbook).
2. Take steps to promote a culture of trust within the school and will be alert to the possibility of bullying and proactive in prevention and response.
3. Report any concerns, incidents or suspected incidents to a member of staff.

5.6 CHILDREN

1. Co-create a school/ class code of conduct with staff and peers to promote kind, caring and respectful behaviour that prevents bullying behaviour.
2. Participate in relevant opportunities for developing reflective self awareness and awareness of others (through eg Circle Time and regular one-to-one time with staff).
3. Seek to resolve conflict and other problems positively and constructively (through eg Peer Mediation and Conflict Resolution).
4. Report any incidents of bullying to an adult as soon as possible.

6 INFORMATION

6.1 USEFUL CONTACTS

<http://www.childline.org.uk> Tel: 0800 1111

Free, confidential phonenumber offering advice and support to children and young people

www.nspcc.org.uk

Advice and training, including e-training, related to bullying

<http://familylives.org.uk> Tel: 0808 800 2222

Advice and support for all aspects of family life

www.eastsussex.gov.uk/educationandlearning/schools/safetyandwelfare/bullying

6.2 INFORMING OUR POLICY

Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2012

Working Together to Prevent Bullying, East Sussex County Council

Equality Act 2010

Crying for Help: The no blame approach to bullying, Robinson and Maines, 1997

Bullying: A complete guide to the support group method”, Robinson and Maines 2008

6.3 MONITORING THE EFFECTIVENESS OF THE POLICY

The Head Teacher and Team Leaders will consider all reports of bullying and determine whether the strategies used were appropriate and whether they can be improved. A report of the effectiveness of policy and practice will be reviewed by the Governing Body on a termly basis.

This policy will be reviewed and updated **every two years**.

6.4 PUBLICISING OUR POLICIES & PROCEDURES

Lewes New School makes its policies and procedures available to all parents of children and of prospective children on the school’s website and in the school office.

On completion or review, all policies and procedures are communicated to all staff (teaching and support staff) and are linked to the induction of all new staff.

ANTI-BULLYING APPENDIX 1

CYBER BULLYING

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself”⁴

1 TYPES OF CYBER BULLYING

There are 7 identified categories of cyber bullying:

1. Text messaging bullying
2. Picture/video clip bullying via mobile phone
3. Phone call bullying via mobile phone
4. Email bullying
5. Chat room bullying
6. Bullying via websites
7. Bullying through instant messaging

2 PREVENTION OF CYBER BULLYING

In addition to those set out in the school’s Anti-Bullying Policy, the school takes the following specific steps to prevent cyber bullying:

1. Children are taught about safe use of the internet and mobile phones.
2. The Head Teacher ensures all staff training relating to bullying includes cyber bullying.
3. The Head Teacher ensures all staff are informed of changes to guidance and parents are offered support where requested relating to cyber bullying.
4. Staff have a duty to ensure all children understand that they must tell an adult if they feel they are being bullied, that they should not delete any bullying messages or texts and they should never respond to these.
5. The school ensures appropriate blocks are in place for safe use of the internet within school.

3 USEFUL WEBSITES FOR COMMUNITY USE

www.childnet.com
www.digizen.org
www.thinkuknow.co.uk

⁴ *Report to the Anti-Bullying Alliance by Goldsmiths College, University of London*



PROCEDURE FOR SUSPECTED OR REPORTED BULLYING

It is the responsibility of all members of staff to investigate any suspected or reported incident of bullying straight away.

The school's priority is to stop the bullying. We do this by:

1. Supporting the victim.
2. Understanding the motivations for, and addressing, the bullying behaviour.

1 SUPPORT THE VICTIM

1. Encourage the victim to describe his/her feelings (using active listening or eg encouraging them to write or draw).
2. Ask the victim for the names of all those involved (including colluders, observers and friends), to form a problem solving group.
3. Check whether the victim wishes any information to remain confidential.

2 UNDERSTAND THE MOTIVATIONS AND PREVENT RECURRENCE

1. **Convene a meeting with all the people involved and others if appropriate:** (the victim is not included in this group unless he or she really wants to be present).
2. **Explain the problem:** The facilitator begins by telling the group that she has a problem; she is worried about a particular person. She then recounts his/her distress. There is no reference to specific incidents, or names.
3. **Share responsibility:** The facilitator reassures the group that no one is to be punished; there is joint responsibility to help the person to be safe and happy, and the group has been convened to help solve the problem.
4. **Ask the group members for their ideas:** Statements are asked to be made in the 'I' language of intention, eg. 'I will invite them to join in our games'. The facilitator makes positive responses, but does not extract promises.
5. **Leave it up to them:** The meeting ends with the passing of responsibility to the group. The facilitator thanks them and expresses confidence in their ability to resolve the problem.
6. **Follow-up meetings are arranged:** These are set for one week later with each individual separately, including the victim.

3 IMMEDIATELY FOLLOWING THIS MEETING

1. A record is made of all conversations related to the incident and actions are noted. Notes are kept with the Incident Form in the Head Teacher's office.
2. Parents of all children involved are informed.
3. All staff are informed that there has been an incident involving these children and asked to be vigilant.

4 AFTER THE FOLLOW-UP MEETING

1. In discussion with the Head Teacher the teacher decides whether the procedure has worked. If the procedure has not worked it is repeated.
2. If it still has no effect, another meeting may be convened with different participants, including eg parents.
3. If still no positive outcome is reached reactive strategies will be employed, including eg recruiting the support of outside agencies.
4. The Head Teacher reserves the right to impose sanctions as a last resort.
5. Parents will be kept informed at all parts of the process.

5 POSSIBLE SANCTIONS

The school only imposes sanctions as a last resort, when all other measures have been unsuccessful.

These measures will be applied fairly, consistently and reasonably, taking account of the specific needs and abilities of each child, in accordance with the ***Procedure for Addressing Behaviour***.