



Risby CEVC Primary School

Behaviour Policy

Prepared by:	Soo Miller Headteacher
Approved by:	Ben Ramsay Chair of Governors
Date approved:	September 2025
Review date:	September 2026

Aims

At Risby CEVC Primary School we aim to create a nurturing environment where positive behaviour is taught, modelled and celebrated. Instead of concentrating on negative behaviours and a narrative that focuses on what children shouldn't be doing, rather than celebrating what they are doing, we are committed to creating a positive behaviour culture in which pupils are encouraged to reflect the values of the school and are rewarded when they do so. Our behaviour policy focuses on creating a culture that promotes excellent behaviour and reflects our Christian values: **Kindness, Koinonia, Perseverance, Respect, Service and Wisdom.**

We aim to provide a calm, safe and supportive environment in which children can **Believe, Grow & Shine** and we understand that being taught how to behave well and appropriately within the context of our Christian values is vital if pupils are to succeed: both academically and personally. We support pupils to behave appropriately – recognising that some pupils will need additional support to reach the expected standard of behaviour – and pupils are explicitly taught what good behaviour looks like. When pupils make poor choices, we respond promptly to maintain a calm, safe learning environment and apply consequences that link to the value(s) the pupil has chosen to either forget or ignore.

In discussing and agreeing our behaviour policy, we have taken care to ensure the school's approach to behaviour meets the following national minimum expectations:

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- School leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;
- Any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

Promoting Positive Behaviour: Pupils

At Risby CEVC Primary School, our high standards and expectations of positive behaviour pervade all aspects of school life, including the relationships between staff, pupils and parents, and our approach to behaviour should be very much apparent to anyone who joins or visits the school. Positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely and at Risby CEVC Primary School we define good conduct as children making the choice to act in accordance with our Christian values: **Kindness, Koinonia, Perseverance, Respect, Service and Wisdom.**

Values are at the heart of our approach to behaviour and we create an environment in which behaviour is good and pupils can learn and feel safe, when we teach children to:

- Be kind to themselves and to others;
- Work together;
- Keep going in the face of challenges;
- Respect people, property, rules and routines;
- Serve their community;
- Show wisdom in applying the school's values to their actions

The school's Christian values are prominently displayed in all classrooms and they form the basis of the reward system on ClassDojo. ClassDojo is the school's chosen classroom management and communication tool and children are awarded Dojos when they demonstrate positive behaviour linked to the school's values: **Kindness, Koinonia, Perseverance, Respect, Service and Wisdom.** Teachers reward both individual children and the whole class for the most Dojos earned either cumulatively or against a particular value, with rewards being announced at the teacher's discretion – whether that be weekly, half-termly or termly. In addition to rewarding positive behaviour linked to the school's Christian values, teachers are also asked to reward learning behaviours and to set up a simple and visible mechanism that incentivises and rewards children for good learning.

The Headteacher's assembly focuses on a different value every week, based on a rolling six-week rota: **Kindness, Koinonia, Perseverance, Respect, Service and Wisdom** and the class that earned the most Dojos for the previous week's focus value is presented with the Headteacher's certificate for being the kindest class, the most respectful class etc. As the focus value changes, teachers adjust ClassDojo accordingly and children earn double Dojos every time they are awarded a Dojo for that week's focus value.

Children are also awarded certificates for demonstrating the school's Christian values at the weekly Vision & Values Assembly: with one child from each class being presented with a value certificate for demonstrating: **Kindness, Koinonia, Perseverance, Respect, Service or Wisdom.** Parents and/or carers are invited to attend these assemblies to celebrate their child's achievement.

Consistent and clear language is used when acknowledging positive behaviour and it should always be linked to the school's values. Teaching teams are expected to look

for the positive - rather than to focus on poor behaviour - and to praise behaviour that shows **Kindness, Koinonia, Perseverance, Respect, Service or Wisdom**.

Routines are used to teach and reinforce the behaviours expected of all pupils e.g. entering a class quietly or clearing tables at lunchtime, and rewarding children for following these routines should be made with reference to a value that the routine exemplifies. Expectations should be framed using positive instructions such as 'We walk' instead of 'No running'. Where appropriate and reasonable, adjustments will be made to routines for pupils with additional needs, to ensure all pupils can meet behavioural expectations e.g. a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. These adjustments may be temporary. The adjustments needed for pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'.

Promoting Positive Behaviour: Staff

Staff have an important role to play in developing a calm and safe environment for pupils and establishing clear boundaries for acceptable pupil behaviour. Classrooms should be set up in accordance with the Universal Offer and staff should uphold the whole-school approach to behaviour by teaching and modelling our Christian values: **Kindness, Koinonia, Perseverance, Respect, Service and Wisdom**.

Staff should develop good working relationships with pupils and they are expected to use consistent and clear language, linked to the school's values, when acknowledging positive behaviour. Pupils should be supported to achieve the expected behaviour standards and Teaching teams are expected to look for the positive at all times - rather than to focus on poor behaviour - and to praise behaviour that shows **Kindness, Koinonia, Perseverance, Respect, Service or Wisdom**.

Parent & Carer Partnership

The role of parents and carers is crucial in helping schools develop and maintain positive behaviour and at Risby CEVC Primary School, we will build and maintain positive relationships with parents by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes and holding sessions for parents to help them understand the school's behaviour policy. To support the school, we will encourage our parents and carers to get to know the school's behaviour policy and, where appropriate, we will encourage parents and carers to reinforce the policy at home.

Where a parent has a concern about how behaviour has been managed at school, they should raise this directly with the school: either by talking to the class teacher or by contacting the Headteacher and, where appropriate, parents will be included in any pastoral work following incidents of poor behaviour, including attending reviews of specific behaviour interventions in place.

Managing Negative Behaviour: Pupils

At Risby CEVC Primary School we define good conduct as children making the choice to act in accordance with our Christian values and poor conduct is therefore defined by children choosing to forget or to ignore our Christian values: **Kindness, Koinonia, Perseverance, Respect, Service and Wisdom.**

Our **Behaviour & Values Chart** (Appendix 1) sets out behaviours that don't meet our high standards and expectations of positive behaviour and that, if not addressed, would prevent a calm and safe environment from being established. The list of behaviours is not exhaustive and is intended to provide children with examples of how their actions fall short of our Christian values:

- I am not being kind if...
- I am not showing koinonia if...
- I am not persevering if...
- I am not showing respect if...
- I am not showing wisdom and thinking about our values if I choose to be...

When addressing poor behaviour, there are always at least two sides to a story and staff are asked to talk to all of the children who have been involved in an incident before deciding consequences. Staff are required to link the child's actions to the school's values and to use calm, positive and specific language that focuses on the action, not the child, and explains why the behaviour is unacceptable in relation to our values. It is important that staff respond in a consistent, fair and proportionate manner, so pupils know with certainty that poor behaviour will always be addressed and that there will always be a consequence for repeated behaviours: behaving inappropriately once is a mistake; repeating the behaviour is a choice and there are consequences for poor choices. The aim of any response is to prevent the recurrence of misbehaviour and restore a calm and safe environment in which all pupils can learn and thrive.

Consequences will be discussed and agreed with the class teacher, either immediately or at a more convenient time, and will be linked to the value the child has either forgotten or has chosen to ignore. If a discussion is to be deferred to a more convenient time, this must be communicated to the child. Pupils should be supported to understand how they should act if they are to act in accordance with the school's values and consequences may be sanctions, reflective conversations or targeted pastoral support. In responding to poor behaviour, consequences may have various purposes. These include:

- **Deterrence:** Sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school;
- **Protection:** Keeping pupils safe is a legal duty for all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk;
- **Improvement:** To support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education.

The **Behaviour & Values Chart** reminds children that 'I'm sorry' is just a statement and 'I won't do it again' is just a promise and sets the expectation that 'How do I make it up to you?' is a responsibility that must be considered when deciding on an appropriate consequence.

For certain behaviours, marked in bold on the **Behaviour & Values Chart**, the EYFS & KS1 Coordinator **or** the KS2 Coordinator must be informed and the class teacher is required to talk to the child's parents or carers.

Certain behaviours are deemed to be more serious and in these instances, the class teacher is required to discuss the incident with the Headteacher and the EYFS & KS1 Coordinator **or** the KS2 Coordinator. The Headteacher will talk to the child's parents or carers and any adults involved in the incident are also required to complete a **Behaviour Incident Form** (Appendix 2). These behaviours include:

- Persistent or repeated incidences of bullying including virtual and/or cyberbullying
NB: This can include incidents of bullying outside of the school premises or normal school hours;
- Extreme and aggressive fighting;
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission;
- Any action which may jeopardise the health and safety of the individual or others;
- Persistent disruptive behaviour;
- Racism;
- Homophobia;
- Swearing and using abusive language towards others;
- Peer on peer abuse;
 - Vandalism/Graffiti;
 - Theft;
 - Threatening others with and/or using a weapon;
 - Bringing a weapon on the premises;
 - Malicious allegations against staff;
 - Physically harming another (whether child or adult).

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum, but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, *unless the behaviour is so extreme as to warrant immediate removal*. Parents will be informed on the same day, if their child has had to be removed from the classroom. As with all disciplinary measures, the school will consider whether the sanction is proportionate and consider whether there are any special considerations

relevant to its imposition. Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- To allow the pupil to regain calm in a safe space.

If it is necessary to exit a child from the class, the class teacher will send for the Headteacher by sending a 'red flash' to the school office. Ideally, the pupil will be given a clear choice between conformity or exit, prior to the exit procedure being initiated, but they should be exited from the room immediately if they are seriously and/or persistently infringing the rights of the class teacher and/or the rights of pupils. All actions taken must follow School Safe guidance and should ensure that risk is minimised. If the child refuses to leave then it may be appropriate to ask the rest of the class to leave. Immediately following the exit of the pupil, the class teacher should re-establish working relationships with the rest of the class.

A child who is removed from a classroom must be removed to a place of safety where an adult will supervise them and, if necessary, parents will be informed and appropriate action will be taken, possibly involving a period of internal exclusion or a suspension.

*Where a child intentionally hurts another person and is a danger to themselves or other people – **they will always be suspended.***

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment, where both pupils and staff can work in safety and are respected. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Whenever possible the school will make clear to parents and/or carers and/or agencies involved with the child that they are 'at risk' of exclusion. Every possible avenue will be explored at this time to reduce this risk. A pupil may be suspended for one or more fixed periods - up to a maximum of 45 school days in a single academic year - and the Headteacher may also exclude a pupil permanently.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken in response to a serious breach **or** persistent breaches of the school's behaviour policy **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

If the Headteacher **suspends** a pupil, parents and carers will be informed immediately and given reasons for the suspension. At the same time, the Headteacher will make it clear to the parents and carers that they have the right to make a written statement about this decision to the Governing Body. The Headteacher informs the Governing Body about any suspensions and, if parents and carers wish to make representations, they must write to The Chair of Governors at Risby CEVC Primary School. The school will forward their letter immediately. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents and carers make and may place a copy of their findings on the child's school record. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Unless there is reasonable justification for this, parents and carers have a duty to ensure that their child is not present in a public place in school hours during the suspension period. This duty is enforceable by the Local Authority and parents and carers may receive a penalty notice if their child is present in a public place during school hours on the specified date. In this instance, it will be for parents and carers to show reasonable justification.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

The Headteacher must also inform the Governing Body about any **permanent exclusion**. The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Behaviour Reports

Some pupils need regular intervention and support with their behaviour. If this is the case, the EYFS & KS1 Coordinator **or** KS2 Coordinator will support the teaching team in devising an Individual Behaviour Plan that travels between home and school. Advice from outside agencies may be sought and built into the plan.

Pupils with Special Educational Needs and/or Disability (SEND)

In addressing behaviour management at Risby CEVC Primary School, the school must consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction, and behaviour

will always be considered in relation to a pupil's SEND - although it does not follow that every incident of misbehaviour will be connected to their SEND.

In meeting the duties set out in law for pupils who are identified as having SEND, the school should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Early Years Behaviour Management

Children arrive in school with many different expectations of what constitutes positive behaviour. Social behaviour, group behaviour, learning behaviour and school behaviour are in effect new skills to be learned. For these reasons behaviour modification is dealt with differently in the Early Years. Children are given time to adjust to school expectations and the school responds to their needs. Much time is given for observation of children in their new learning situation and the emphasis is on positive role models and praise for positive behaviour in any situation.

Biting Incidents

If a child bites another child, then the Headteacher must be informed and they will then talk to the children involved. The class teacher will inform the parents of all children involved. If the bite draws blood, medical advice must be sought. Repeated biting incidents may result in a suspension for the safety of all parties.

Searching & Confiscation

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons;
- Alcohol;
- Illegal drugs;

- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- 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 the property of, any person (including the pupil).

School staff may seize any prohibited item found as a result of a search of a pupil or their property. Staff may also seize any item which they consider harmful or detrimental to school discipline. DfE guidance (February 2014).

Bullying

Bullying is defined as “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). Risby CEVC 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 mental wellbeing. By effectively preventing and tackling bullying our school aims to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying;
- Prejudicial bullying (against people/pupils 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 is recognised by the school as being a form of peer on peer abuse and it 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 rumours. 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.

Preventing Bullying

Environment

The whole school community 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);
- Recognise the potential for children with SEN and disabilities to be disproportionately 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 i.e. looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- Challenge practice and language (including 'banter') which does not uphold the school values;
- 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.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns;
- Regularly update and evaluate practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects

pupils, even when they are not on school premises e.g. when using school transport or online;

- Implement appropriate disciplinary sanctions, whereby the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable;
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff and governors, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents;
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support and the School Council;
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition;
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Responding to Bullying

The following steps will 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;
- The 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 Headteacher/Designated Safeguarding Lead (DSL) or another member of the Senior Leadership Team will interview all parties involved;
- The DSL will be informed of all bullying issues where there are safeguarding concerns;
- The school will speak with and inform other staff members, where appropriate;

- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies;
- Sanctions 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 pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy;
- 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.

Responding to Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified;
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again;
- 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. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police;
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law; requesting the deletion of locally-held content and content posted online;
- Ensure that sanctions are applied to the person responsible for the cyberbullying and take 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 a criminal offence has been committed;
- Provide information to staff and pupils 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.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support;
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice;
- Being advised to keep a record of the bullying as evidence and discuss how to 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 Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change;
- Informing parents/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.
- Sanctioning, in line with school behaviour policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term 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, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils. However, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher;
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate;
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy;
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online;
- Reassuring and offering appropriate support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern;
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures;
- If online, requesting that content be removed;
- Instigating disciplinary, civil or legal action as appropriate or required.

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The Designated Safeguarding Lead (DSL) or Alternate Designated Safeguarding Lead (ADSL) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis, but the school's behaviour policy is very clear on this: sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned.

The school will challenge all inappropriate language and behaviour between pupils and sexually abusive language or behaviour will never be normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Victims will be reassured they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward and abuse that occurs online or outside of the school will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it, in accordance with this behaviour policy.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At Risby CEVC Primary School, we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour. This includes following the Child Protection & Safeguarding Policy and speaking to the Designated Safeguarding Lead (DSL) or Alternate Designated Safeguarding Leader (ADSL) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the DSL or ADSL and follow the principles as set out in Keeping Children safe in Education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads:

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Appendix 2: Behaviour Incident Report Form



Risby CEVC
Primary School

RISBY CEVC PRIMARY SCHOOL: BEHAVIOUR INCIDENT REPORT

DATE:	DAY:
TIME:	DURATION:
NAME & ROLE:	SIGNATURE:

NAME OF PUPIL:	
NAME(S) OF OTHER PUPIL(S) WHO WERE INVOLVED:	
INCIDENT:	
<p>Have you talked to all of the children who were involved? Yes [] No []</p> <p>Which values were discussed? Kindness [], Koinonia [], Perseverance [], Respect [], Service [], Wisdom []</p> <p>Have there been consequences for any other children? Please provide details if applicable. Yes [] No []</p>	
ANTECEDENT: What was happening immediately before the incident?	
BEHAVIOUR: What happened?	
CONSEQUENCE: What was the pupil told would happen and how did they react?	
LEADERSHIP TEAM RESPONSE:	
SIGNED BY HT/DH:	DATE: