

## **BEHAVIOUR POLICY**

This policy has been revised with reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1<sup>st</sup> April 2007.

Our policy and practice to promote high standards of student behaviour is based on our values and mission statement.

Kineton High School will be a leader in learning, achieving excellence in all we do. Continuous improvement and high expectations will be sustained by a culture of honesty, openness and trust which:

- is challenging, supportive and inclusive
- delivers top quality learning experiences
- develops character, responsibility and commitment
- celebrates and rewards effort, progress and achievement at all levels
- reaches out to the wider community
- recognises individuality within a vibrant community
- inspires all to improve and maximise their progress

The Governing Body will establish, in consultation with the Headteacher, staff, students and parents, the principles for the promotion of good behaviour and will review this policy every two years. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will draw the community's attention to the policy at the beginning of each year. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment; modeling desirable behaviour in their own practice; teaching good behaviour; and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is fair and equitable application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership to assist the school in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations from their induction into the school. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to an appropriate adult.

## **PRINCIPLES**

The Governing body believes that in order for effective learning and teaching to take place responsible, appropriate behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment by:

- Clearly defining and consistently applying good behaviour and high expectations through a positive ethos of high quality teaching and learning supported by a firm and fair framework of positive and negative consequences
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all, making reasonable adjustments for students who are considered disabled under the Disability Discrimination Act (1995) and fulfilling the General Duty (2006)
- Promoting inclusion for each individual; ensuring students with special educational needs, behavioural, emotional or social difficulties, physical or mental health difficulties, migrants and children in care receive behavioural support according to their need.
- Acknowledging that there will be some instances where the only alternative is to exclude
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment for all (students, teachers, support staff, visitors) free from disruption, violence, bullying and any form of harassment

- Encouraging a positive relationship with parents, carers and other agencies to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures.

<b>Desirable Behaviour</b>	<b>Unacceptable Behaviour</b>
<p>Students who</p> <ul style="list-style-type: none"> <li>◆ attend school regularly.</li> <li>◆ behave respectfully to all members of the community.</li> <li>◆ respect property and the environment.</li> <li>◆ do their best and aim high.</li> <li>◆ are focussed and have an interest in schoolwork.</li> <li>◆ are organised and prepared ready to begin the lesson promptly.</li> <li>◆ work effectively individually and in groups.</li> <li>◆ seek help appropriately and contribute to lessons constructively.</li> <li>◆ are calm in what they think, say and do.</li> </ul>	<p>Students who</p> <ul style="list-style-type: none"> <li>◆ prevent others from learning.</li> <li>◆ are defiant towards a member of staff</li> <li>◆ avoid work.</li> <li>◆ display anti social habits – chewing gum, smoking, dropping litter.</li> <li>◆ swear or use inappropriate language in lessons and around school.</li> <li>◆ Bully others (physical/verbal/ sexual) – including aggressive behaviour towards students and staff.</li> <li>◆ do not attend school/individual lessons.</li> <li>◆ damage and / or steal property e.g. graffiti.</li> <li>◆ are involved in drug, alcohol and tobacco misuse.</li> </ul>

The Code of Conduct agreed between students, teachers and parents is displayed throughout the school to clearly identify the desirable behaviour we value. The Code of Conduct is used by staff to reinforce the attitudes to learning that we expect from our students in all situations.

# **K**ineton **H**igh **S**chool **C**ode of **C**onduct

## **Respect** each other

By looking out for each other; reporting any unkind incidents to adults  
By being quiet when asked and listening carefully  
By speaking politely to one another

## **Respect** our environment

By looking after the school property, not smoking or chewing gum and putting litter into bins  
By taking care to leave our school tidy and clean  
By recycling what we can

## **Respect** the right to learn

By working with other learners, asking questions and sharing ideas  
By following instructions and not distracting others  
By listening to each other's opinions

## **Respect** ourselves

By wearing the correct uniform smartly and bringing the correct equipment  
By taking pride in presenting our work to a high standard  
By being on time to lessons, ready to start learning

## **Respect** achievement

By attending school, achieving our personal best in class and completing homework  
By celebrating each other's achievement  
By celebrating our individual strengths

## **REWARDS AND SANCTIONS**

Through tutorial work and PSHE lessons and modelling positive behaviour we will nurture our students by:

- creating high self-esteem
- employing positive discipline by focusing on praise, rewards, responsibility, choice and consequences.
- setting appropriate expectations by adapting to the young person's age, abilities, behaviour and individual needs.
- developing empathy by seeing things from the student's point of view and vice-versa.

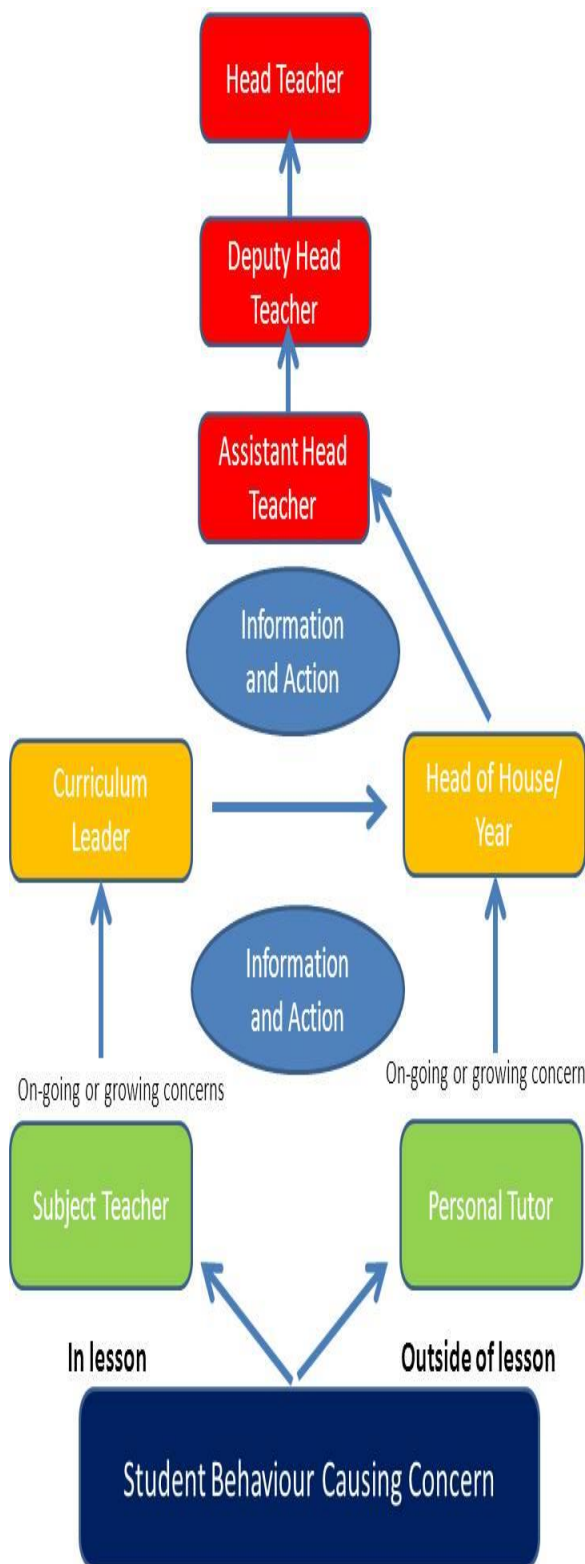
**Positive behaviour is recognised by the following rewards:**

- Specific verbal praise
- Written praise
- House points
- Note to parents in journals
- Telephone calls and letters home
- Referral to subject leaders or Assistant Headteachers for special recognition
- Referral to the Headteacher for special recognition
- Work on display
- House certificates
- School colours
- Subject prizes presented at Awards ceremony
- Trips and other OOHL opportunities

## Sanctions

With reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1<sup>st</sup> April 2007, teachers and other staff as described in this policy have a specific power to enforce disciplinary penalties to any student of the school. These powers are decided by the Headteacher and are set out in the table below:

<p><b>Roles and Responsibilities</b></p> <p><b>Administrative and Technical Support Staff</b>  Refer to subject staff or Curriculum Leader if incident occurs during lesson  Refer to duty staff at break and lunch time  Always take positive action. If negative behaviour persists / escalate to Form Tutor / Subject Teacher and complete referral form</p> <p><b>The Classroom Teacher</b>  Sets clear boundaries, Plans learning that engages students  Reinforces positive behaviour, Responds quickly to negative behaviour - Step 1  Record incident in student journal  <i>If negative behaviour persists/escalates refer to Subject/ Curriculum Leader and complete referral form</i></p> <p><b>Teaching Assistants</b>  Agree procedures to be adopted in classroom with subject staff  Refer to duty staff at break and lunch time. Always take positive action, challenge inappropriate behaviour. Praise students verbally.  Maintain duty of care expected of all staff  Reinforce positive behaviour. Respond quickly to negative behaviour - Step 1  Record incident in student journal. <i>If negative behaviour persists / escalates refer to Subject Teacher / Subject/ Curriculum Leader and complete referral form</i></p> <p><b>Subject/ Curriculum Leader</b>  Support and advise subject staff, mentor student, warn of consequences  Reinforces positive behaviour, respond quickly to negative behaviour - Steps 2-3  Clear policy and practice within department handbook.  Monitor behaviour across subject area, Remove student to another group  <i>If negative behaviour persists / escalates refer to Head of House/ Ho6 and pass on referral form</i></p> <p><b>Personal Tutor</b>  Sets clear boundaries, Plans PHSE learning, Maintain overview  Mentors student, warn of consequences, reinforces positive behaviour  Responds quickly to negative behaviour - Step 1  Gather information to get a complete picture, Liaise with Head of House/ Year, Liaise with home  <i>If negative behaviour persists / escalates refer to Head of House/ Ho6 and complete referral form</i></p> <p><b>Head of House</b>  Supports and advises form tutor, Mentors student, warn of consequences  Reinforces positive behaviour, Responds quickly to negative behaviour – Steps 2-3  Liaise with home - organises meeting with parent  Refer to KHS Inclusion Panel, Withdraws student from lessons, Recommend for Head Teachers / School detention, Attends KHS Inclusion Panel  <i>If negative behaviour persists / escalates refer to SLT Link and complete referral form</i></p> <p><b>AHT/ Deputy Headteacher</b>  Discuss approaches with SLT coach  Reinforces positive behaviour, Responds quickly to negative behaviour – Step 4  Place in detention if appropriate  Withdraw student from lessons / internal exclusion - Liaise with parents  Deputy Headteacher chairs KHS Inclusion Panel, DHT representative on the Area Behaviour Management Panel  Involvement of external agencies  <i>If negative behaviour persists / escalate to Headteacher</i></p> <p><b>Head Teacher</b>  Discuss situation with Head of School / Curriculum Leader / SLT Coach/ Deputy Headteacher  Withdraw student from lessons/ Head Teacher detention  Liaise with home/ Call for a review meeting with all interested parties  Internal exclusion/Fixed Term exclusion  Agrees referral to Area Behaviour Management Panel  Permanent Exclusion</p>
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**Step 4:** If further action is required the DHT will refer to the Head Teacher. Serious referrals and persistent and growing behaviour patterns will be referred to the DHT and Head Teacher.

**Step 2 and 3:** If further action is required then the HOH or CL will become involved and intervene accordingly. CL will have an overview of behaviour in their curriculum area and the HOH an overview of behaviour across the school.

**Step 1:** Teachers/ Tutors should use in-class strategies and if, necessary communicate their concerns using the SIMS behaviour module. A discussion with the Personal Tutor will give an insight as to any major concerns

**Examples of Intervention.**

Referral to Area Behaviour Management Panel  
 Exclusion  
 Report Card  
 Detention  
 Isolation  
 Parent meeting  
 Change of teaching groups (bands)

Report Card  
 Isolation – in subject (CL), from lessons (HOH)  
 Parent meeting  
 Detention  
 Change of teaching group/ tutor group.  
 Referral to Inclusion Panel

Reprimand  
 Change of seating plan  
 Teacher detention (break/ lunch/ after school)  
 Purple Slip/ Yellow Slip

This will be communicated to students and displayed in every teaching room in the following manner:

## Behaviour Ladder



Rewards	Level and Type of Behaviour	What sanction you can expect
<p style="text-align: center;"><b>Student Leadership Awards</b></p>	<p>Level 3 &amp; 4– Serious infringements of our Code of Conduct                      Examples:                      Aggression – verbal or physical                      Ongoing Defiance                      Refusal to comply                      Failure to attend SLT detention</p>	<p>Isolation                      Exclusion                      Parental meeting                      SLT report</p>
<p style="text-align: center;"><b>Golden House Point</b></p>	<p>Level 2 - Ongoing or more significant issues                      Examples:                      Failure to attend tutor/teacher detention                      Failure to attend a CLL/HOH detention                      Continued low level behaviour                      Defiance to teacher                      Dangerous behaviour                      Abusive behaviour/language towards a member of staff                      Use of homophobic/ racist language</p>	<p>Removal from lesson                      Subject/Tutor/HOH report card                      After school detention (CLL/HOH)                      Parental Contact</p>
<p style="text-align: center;"><b>Student of the Month</b></p>	<p>Level 1 - Low level disruption                      Examples:                      Talking when the teacher is talking                      Negative/ derogatory comments to another student                      Calling out                      Distracting others                      Not focussed                      Not organised                      Lack of effort                      Lateness                      Uniform                      Mobile phone out in lessons or inside the school buildings at break or lunchtime                      Lack of homework</p>	<p>Move seat                      Quiet word – reinforcement of what positive behaviour looks like                      Time limited targets                      Break/ Lunch/after school detention                      Contact home                      Note in journal                      Short spell outside the classroom</p>
<p style="text-align: center;"><b>Student of the Week</b></p>	<p>Level 1 - Low level disruption                      Examples:                      Talking when the teacher is talking                      Negative/ derogatory comments to another student                      Calling out                      Distracting others                      Not focussed                      Not organised                      Lack of effort                      Lateness                      Uniform                      Mobile phone out in lessons or inside the school buildings at break or lunchtime                      Lack of homework</p>	<p>Move seat                      Quiet word – reinforcement of what positive behaviour looks like                      Time limited targets                      Break/ Lunch/after school detention                      Contact home                      Note in journal                      Short spell outside the classroom</p>
<p style="text-align: center;"><b>House Points</b></p>	<p>Level 1 - Low level disruption                      Examples:                      Talking when the teacher is talking                      Negative/ derogatory comments to another student                      Calling out                      Distracting others                      Not focussed                      Not organised                      Lack of effort                      Lateness                      Uniform                      Mobile phone out in lessons or inside the school buildings at break or lunchtime                      Lack of homework</p>	<p>Move seat                      Quiet word – reinforcement of what positive behaviour looks like                      Time limited targets                      Break/ Lunch/after school detention                      Contact home                      Note in journal                      Short spell outside the classroom</p>

Behaviour & Safety will be a standing item on the House and School council agendas. This will further increase the opportunities available to students to express their concerns and thoughts to staff on a formal level.



## **Out of School Behaviour**

To maintain good behaviour, sanctions continue to apply to all students who misbehave outside the school premises and on school business: using school transport, travelling to and from school, educational visits, work-experience placements and college courses.

Poor behaviour in these situations, may be dealt with as if it took place in school. In considering the application of sanctions, the Headteacher will take account of the following:

- the extent to which the reputation of the school has been affected
- whether students were wearing school uniform or are otherwise identifiable as members of the school
- the extent to which the behaviour of students may have repercussions for the orderly running of the school
- whether the behaviour of individuals was on the way to or from school, outside the school gates or in close proximity to the school

The Headteacher will take firm action against abuse or intimidation of staff, including unacceptable conduct of students when not on the school site and when not under the lawful charge of a member of staff of the school. All staff have the same rights of protection from threat as any citizen in a public place.

## **Detentions**

School staff have a statutory power to put students aged under 18 in detention after school and on some weekends and non-teaching days. We will give 48 hours written notice for a detention so that alternative transport arrangements can be made for students. Inconvenience or disagreement on the part of the parent is not an excuse for non-attendance.

Parents will be informed of after-school detentions through a text message. Students not attending their detention will have an immediate lunchtime detention the following day and have the original detention reset as a school detention.

## **Break and Lunchtime detentions**

School staff may put students aged under 18 in a break or lunchtime detention without needing to give notice to parents. The length of the detention will reflect the seriousness of the misbehaviour. Staff will ensure that sufficient opportunity is given for students to eat, drink and use the toilets.

### **Curriculum/ Head of Year Detention**

Students can be required to stay after-school for a curriculum or Head of House detention as a result of poor behaviour or failing to complete work. A student will be recommended for a whole-school detention if they persistently fail to attend.

### **Whole-School Detention**

Students are issued with yellow slips for poor behaviour out of lessons, being late to lessons and poor uniform. Three slips results in a lunchtime detention. If the behaviour continues this will be escalated to an after school detention with the DHT. Referrals from Curriculum Leaders/HOY.

**Headteacher's Detention** for persistent failure to attend detentions and serious one-off incidents.

### **Detention for smoking**

Students found smoking or in possession of cigarettes (including e-cigarettes or similar), lighters or matches will be subject to the smoke free policy. In the early stages, sanctions include an after-school detention.

### **Confiscation**

The school policy on confiscation has been revised with reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1<sup>st</sup> April 2007. All staff have the authority to seize, retain and/or dispose of certain items to safeguard the rights of other students and to ensure a conducive learning environment.

The following is an example of this authority but is not an exhaustive list:

Items dangerous to the health and safety of others	Confiscated and passed to appropriate authorities.
Cigarettes, lighters and associated paraphernalia	Confiscated and disposed without student's permission.
Chewing gum and other small items such as paperclips etc	Confiscated and disposed without student's permission.
Items counter to the ethos of the school and that may cause tension between different communities.	Confiscated and disposed without student's permission.

<p>Items of jewellery, clothing and other valuables not part of the School's Uniform Policy.</p>	<p><b>First offence</b> Confiscated and returned at the end of the school day.</p> <p><b>Second offence</b> Confiscated and returned after three days</p> <p><b>Third offence</b> Confiscated and returned to parents We will dispose of items not reclaimed after one term. We will always consider the particular religious significance of jewelry.</p>
<p>Mobile Telephones and MP3 players</p>	<p><b>First offence</b> Confiscated and returned at the end of the school day.</p> <p><b>Second offence</b> Confiscated and returned after three days</p> <p><b>Third offence</b> Confiscated and returned to parents</p> <p>We will dispose of items not reclaimed after three months. Staff will not search through a mobile telephone or access text messages. In some circumstances it is reasonable to a student to reveal a message, for example, to establish whether cyber-bullying has occurred. If the student refuses, staff may not enforce the request, but may issue a consequence of failing to follow a reasonable instruction.</p>

A member of staff should first ask the student to give him or her the item. If such a reasonable request is refused, the member of staff should refer to their team leader.

The confiscated item should be given to the main school office at the earliest opportunity where a central record will be kept. Students may collect their belongings on their way home. Under no circumstances should a student be allowed to leave their lesson before the final bell at 2.45pm.

We will take all reasonable steps to store confiscated items securely, however, we are not liable for any damage or loss arising.

### **Complaints by parents about the use of the school behaviour policy**

At Kineton High School we always welcome feedback and comments from parents and students. If you have a concern or complaint we would like you to tell us about it. We hope we can resolve your problem informally but if you continue to be unhappy you should make a formal complaint to the Headteacher in writing. A full copy of the school complaints policy

is available on request to any parent who wishes to make a representation about the application of this behaviour policy.

## **Monitoring and Review**

These principles of this policy will be reviewed every two years. The review will involve representatives of the staff, including teaching unions, parents and students.

The impact of this policy will be monitored by the Governing Body Student Committee annually by drawing evidence from the following data: REAP, exclusions, detentions, parent questionnaire, student questionnaire, staff questionnaire, racial incidents log, central record of bullying incidents.

## **Anti-Bullying**

**“Bullying is repeated behaviour which makes you feel uncomfortable or threatened whether this is intended or not”**

We believe that all pupils, staff, and parents have the right to be protected from bullying and abusive behaviour: homophobic, racist, religious, cultural, sexist and sexual bullying, cyberbullying and bullying of those with disabilities or special educational needs.

The ongoing and long-term aim of the Anti-Bullying Policy is to reduce the number of instances of bullying through increasing awareness of this behaviour, its causes and consequences in the students, staff, parents and all others who make up the school community.

The policy also aims to ensure that all cases of bullying are dealt with consistently and fairly when they occur.

The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school, to assist the school in maintaining a school where bullying is not tolerated and will have the opportunity to raise with the school any issues arising from the operation of the policy.

All students are made aware of the people who will listen and act. Students are therefore encouraged to tell immediately if they are being bullied one of the following:

- a student mentor
- any subject teacher
- lunchtime supervisors
- their tutor
- their Head of House
- the Assistant Head Teacher/ Deputy Headteacher or Headteacher

Although bullying is not a specific criminal offence in UK law, the following acts are pertinent when a conviction is being secured against individuals:

The Protection from Harassment Act (1997)

The Malicious Communications Act (1988)

The Public Order Act (1986)

Procedures for dealing with bullying are clearly set out so that all members of the school community know what is expected of them.

The different types of bullying include:

- Physical (punched, pushed or kicked)
- Verbal Intimidation (insults, personal comments, having rumours spread about them)
- Emotional / Psychological (being left out or not being spoken to)
- Extortion
- Racist
- Sexual (inappropriate touching, sexual innuendos and propositions, graffiti with sexual content, creation of internet porn sites, spreading films of sexual abuse on mobile telephones)
- Sexist (behaviour based on a person's sexuality or gender, malicious gossiping, comments about someone's appearance or attractiveness )
- Homophobic (verbal abuse, malicious gossip, intimidation, isolation, assault)
- Disablist (such as malicious comments or being deliberately isolated by others)
- Cyberbullying (getting abusive or threatening text messages, emails or letters)
- Extortion (being forced to hand over money, mobiles or possessions)

## **Possible signs**

Students who are bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or may even truant from school.

## **Staff**

It is important that we create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns. As well as promoting a safe environment through our teaching and classroom practices, when bullying is reported we will:

- in the first instances, it is important to make clear to the victim that revenge is not appropriate, and to the bully that such behaviour is unacceptable and has caused distress
- work with students who are being bullied to help them feel safe and find responses to bullying that work
- work with the student responsible for the bullying to change the student's behaviour
- work with parents of the student who is being bullied, and of the student who is bullying, to support and encourage the pupil in finding solutions to the bullying issue.
- involve outside agencies if necessary.
- ensure students who bully others are managed through the whole school behaviour policy
- all incidents will be monitored over several weeks to ensure that they have been fully resolved.

## **Students**

Through PSHE, assembly and tutorial time, students are taught that they are responsible for reporting bullying incidents to members of staff, or tell a friend, older student or adult who can then help them approach a member of staff.

We will work with students who have reported a bullying incident by:

- listening and taking incidents seriously.
- agreeing the next steps that need to be taken to stop the bullying
- listening to students who need to explain how the bullying has made them feel
- offering help from outside agencies, consulting with the Deputy Headteacher.
- letting parent/s know in order that they can support and help find ways of dealing with the bullying.

Students who are bullying others can expect that:

- their bullying behaviour will be challenged and dealt with as part of the whole school behaviour policy
- we will give the opportunity to change their behaviour and support them in doing so
- we will work with staff to look at the reasons why they are bullying others.
- we may offer the chance to work with outside agencies e.g. LifeSpace.
- they will have regular meetings with staff to monitor their behaviour.

## Parents

Staff will do their best to address any concerns that parents may have about bullying and they will be asked to co-operate with the school in supporting their child and promoting the message that bullying is not acceptable. This is sometimes difficult for parents who may feel bound to protect their child's confidence, however, not telling protects the bully and gives the message that they can continue, perhaps bullying others too. We will always work sensitively with parents to resolve any issues.

If a student is being bullied, parents can expect that:

- the school will take it seriously
- parent and child will be listened to
- staff will ensure that parents are involved in the process of supporting their child
- wherever necessary, parents will be advised of outside agencies that may be able to support

If a student is bullying others, parents can expect that:

- the school behaviour policy will be applied
- parent and child will be listened to
- the student will be told how we expect them to change their bullying behaviour

## Cyberbullying

Cyber-bullying differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity. Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. We may contact the police if we feel that these laws have been broken.

The use of defamatory or intimidating messages and images perpetrated inside school will not be tolerated and disciplinary sanctions in the whole school behaviour policy will be applied to perpetrators .

When this happens outside school, the Headteacher has the power to regulate the conduct of students where it is reasonable to do so. In considering applying sanctions to perpetrators of cyber-bullying outside school, the Headteacher will take account of the following:

- the nature and extent of the bullying behaviour, including its effect on others
- the extent to which the reputation of the school has been affected

- whether students are members of the school
- the extent to which the behaviour of students may have repercussions for the orderly running of the school
- the involvement of other agencies

In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. Those who actively support cyberbullying in this way may also be subject to sanctions.

To prevent cyberbullying during school hours:

- we have a mobile telephone policy
- we have an acceptable user policy for our ICT network
- we have monitoring software to identify inappropriate network use
- we will educate students about the positive and harmful use of technology through their ICT lessons

To prevent cyberbullying outside school hours:

- we will always share the information with parents of both the bully and the victim
- we will always encourage a cyberbully to remove offending materials from their user space to contain the incident, however, in the case of illegal content the police should determine what is needed for evidential purposes
- we will advise parents of how to report cyberbullying to service providers
- we will educate students about the positive and harmful use of technology through their ICT lessons
- we will advise parents to contact the police if we feel that any laws have been broken

## **Governors**

Governors will be kept up-to-date on the progress of the school's anti bullying work. Governors will regularly monitor the implementation of the anti-bullying policy, using stakeholder surveys and exclusion data.

## **Anti-Bullying Policy into Action**

To ensure the Anti-Bullying Policy becomes effective the following action will be taken:

- The policy will be distributed in school to all staff, students via form tutor, governors and parents via newsletter.



- Anti-bullying lessons will be included in the PSHE programme exploring why bullying happens and giving alternative ways of behaving, and dealing with difficulties. Explicit reference will be made to cyberbullying, homophobic bullying, and sexist bullying – what it is, the effects and consequences, how the school will respond.
- Teaching methods which encourage co-operative work and a variety of groupings so that students extend their relationships beyond a small group of friends.
- Information evenings on personal safety and new technologies will be offered to parents
- Incidents will be recorded by Heads of House in a central record
- Analysis of incidents will support evaluation of the policy and inform further improvements
- An annual questionnaire will be distributed during National Anti-Bullying week to evaluate the extent of bullying in the school
- The assembly schedule will regularly revisit the theme of bullying
- Development of a peer-support network
- Visual displays around the school reminding students of the need to act and how to do so
- Regular review of this policy through the School Council

June 2016