



# Dishforth VC CE Primary School and Nursery

## Behaviour Policy & Anti-bullying Strategy

**Date:** May 2026

**Review date:** May 2027

***At Dishforth CE Primary School and Nursery we seek to enable all children and adults to be “rooted and grounded in love” (Ephesians 3:17) so that they might grow to the fullness of their potential having “The roots to grow and the wings to fly” and living lives of trust, compassion, respect and perseverance.***

### **Behaviour Policy Statement**

Dishforth CE Primary School and Nursery is committed to creating a calm, safe, respectful and supported environment where children can flourish in both their personal development and their learning. We recognise that exemplary behaviour from all is at the heart of productive learning and so it is expected that everyone in our school works to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Only through a consistent approach to supporting behaviour will we be able to achieve an environment in which children can learn and develop as caring, respectful and responsible members of society. This strongly echoes our core values of trust, compassion, respect and perseverance, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support both children and adults. All adults in our school understand that a fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

At Dishforth CE Primary School and nursery we believe that the reinforcing of good behaviour, through positive, targeted praise, can help every child to feel good about themselves and be successful. An effective reward system and celebrations of success will increase children's self-esteem, enabling them to achieve more.

We recognise that children need to be taught positive behaviours in order to meet the expectations that develop and increase as a child moves through school. We take time to support children in learning these behaviours.

Restorative practice is used to support our children to foster positive relationships, promote empathy, and teach conflict resolution skills, ultimately leading to a safer, more supportive, and productive learning environment for all.

This policy follows the DfE non-statutory Advice Document 'Behaviour in Schools' published February 2024.

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

## **Aim of the policy**

To create a culture of exceptionally good behaviour, where the agreed boundaries for acceptable behaviour are understood by all children, staff and parents.

To encourage a positive, calm and purposeful learning environment.

To ensure that all members of our school community are treated fairly and respectfully, through the use of a consistent and calm approach to managing behaviour.

To help children take control over their behaviour, through the teaching of good behaviour, and be responsible for the consequences their choices, using restorative approaches in place of punishments.

To build a community which displays and values kindness, care, good humour, good temper, respect (for people and property) and empathy for others.

To promote positive relationships between all members of our school community.

To reinforce our school values of trust, compassion, respect and perseverance, and the British Values, encouraging an understanding of diversity.

To refuse to give children attention and importance for poor behaviour choices.

## **Our School Rules**

At Dishforth CE Primary School and Nursery we have three rules for behaviour, that are consistently referred to in all classes and apply to all areas of school life. These are displayed in all classrooms and communal areas in school.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These rules are modelled by all adults. They are applicable to a wide variety of situations and are explicitly taught both in the classroom, collective worship times as well as in Before and After School clubs. Examples of how the rule may be expanded include:

**Being Ready:** I am ready for learning. I have the correct equipment and am ready to listen, follow instructions and complete my work in the time given.

**Being Respectful:** I am showing respect by listening to instructions and following those instructions. I talk politely to adults and children. I look after my own property and the property of others.

**Being Safe:** I am keeping safe by following instructions. I listen in lessons and understand how to keep myself safe, including when I am online.

# Implementation of our Behaviour Policy – Our Positive Approach

## *“Praise the behaviours you want to see”*

Our positive approach to teaching good behaviour uses the three principles of:

- Visible adult consistencies
- Above and beyond recognition
- Relentless routines

### **Visible adult consistencies**

These are visible behaviours exhibited by staff and which are consistent, and can be expected by the children. Through these consistencies adults will build respectful relationships with children.

#### **All staff will:**

- Meet and greet at the door.
- Refer to ‘Ready, Respectful, Safe’
- Model positive behaviours and build relationships.
- Stay calm, respectful and fair. They will model self-control through a calm approach and will deal with individuals fairly.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Follow up poor behaviour choices every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past children who are behaving badly.

### **Above and beyond recognition**

We recognise and reward children who go ‘over and above’ in the behaviours they display. We understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

#### **All staff will:**

- Reward in public – using verbal and non-verbal praise to individuals, groups and classes.
- Use a recognition board highlighting children who are working to meet the agreed behaviours the whole class are working to improve.
- Use certificates, good news postcards and other positive messages.
- Help identify one child in each class who has demonstrated exemplary behaviours for learning that week to receive the class certificate in Celebration Assembly
- Support the awarding of the Values Award in Celebration Assembly. This is nominated by another child and reflects how a child has lived the school values that week.

In addition to these, as and when necessary, personalised reward systems, based on individual needs, and using children's interests as incentives, are effectively used.

### **Relentless routines**

These are routines that are consistently seen and heard around the school, which ensure that children are clear about the behaviour expectations.

<b>Ready</b>
We are still, quiet and listening when an adult is speaking to us
<b>Respectful</b>
We say please and thank you and use kind words towards each other We follow instructions from an adult straight away
<b>Safe</b>
We move calmly and quietly around the school site during lesson time

### **Teaching of behavioural expectations**

In order to develop excellent behaviour, all adults will apply the following principles when identifying and teaching behaviours:

- **IDENTIFY** the behaviours we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

### **Our approach to consequences**

***“Praise in public, reprimand in private”***

When dealing with poor behaviour choices adults should always use a measured, gentle approach.

- Referring to the child by name
- Lowering themselves to the child's physical level
- Making eye contact
- Delivering the required message
- Finally, leaving the conversation to allow the child to “take up time”
- Adults should not be drawn into/respond to secondary behaviour (e.g. arguing/negotiating) which children sometimes use as a distraction from the initial behaviour, or to escalate further.

### **Use of language around behaviour**

Common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain calm and

consistent at all times. Conversations about poor behaviour choices should follow the script below and should be discussed as the behaviours they are, and not be personal to the child.

### Use of the stepped approach

We use a consistent stepped approach for dealing with poor behaviour choices in lessons and at playtime and lunch times.

<p><b>Step 1 Reminder</b></p>	<p>Reinforce the 3 rules, privately if possible.</p> <p><i>I notice you chose to..... (state behaviour) This is a reminder that we need to Be (Ready, Respectful, Safe). You now have a chance to make a better choice. I know you can do this. Thank you for listening</i></p>
<p><b>Step 2 Warning</b></p>	<p><i>This is the second time I have had to speak to you You are not being ready/respectful/safe because.... If you choose to carry on you will need to go and continue your work in another classroom and I will need to speak to you about this in your own time. You showed me you could do this yesterday Please think carefully about what to do next. I know you can make good choices. Thank you for listening.</i></p>
<p><b>Step 3 Leave the classroom</b></p> <p><b>*DO NOT describe the child's behaviour to another adult in front of the child*</b></p>	<p><i>I've noticed you chose to continue to not follow our school rule of .....</i></p> <p><i>You have now chosen to go and continue your work in Mrs Chaplin's classroom for 10 minutes. I will speak to you in your own time about this.</i></p> <p>Ensure that the child has suitable work to take with them and explain what you expect the child to complete in the classroom they have been taken to. On return to the classroom the adult who has experienced the poor behaviour must deal with the issue with the child using a restorative conversation. Class teacher/TA dealing with issue to log incident in CPOMS</p>
<p><b>Step 4 If you continue your behaviour</b></p>	<p><i>You will be sent to the Headteacher and there will be a meeting with your parents.</i></p> <p>A meeting will take place with parents/guardians to investigate possible causes/alternative strategies. Restorative conversation takes place with class teacher/TA Log on CPOMS</p>

## Specific Playground Sanctions

Adults must follow step 1 and 2 as above.

**Adaption of step 3 Removal from the play situation** *you need to come and stand with a member of staff for 10 minutes*

**Adaption of step 4: If you continue to make the wrong behaviour choices** *you will be sent to the Headteacher/Senior Teacher for a discussion about your behaviour*

## Restorative Conversations

Restorative practice focuses on repairing harm and restoring relationships rather than solely punishing actions, thus fostering a supportive and inclusive environment where children can take responsibility for their behaviour and learn from their mistakes.

### Follow Up, Repair and Restore (After Step 3 and 4)

This will take place in the child's own time – playtime or lunchtime.

Use of Restorative Questions

- ***What happened?***
- ***How were you feeling at the time?***
- ***How do think other people felt?***
- ***How do you feel now?***
- ***How can we fix/repair this?***
- ***What can you do differently?***

The choice of questions used and the number of questions asked will be based on the age and stage of the child.

### Expectations of work to be completed

If work set has not been completed due to behaviour, then this will be completed at playtime, lunch time or sent home. If it is sent home, parents/carers will be informed.

### Unacceptable behaviours

Occasionally, some children may behave in an extreme way, which is out of character for them. Unacceptable behaviours may need to be expedited through our stepped sanctions system and dealt with more quickly by the class teacher or *the Headteacher/Senior Teacher*

Unacceptable behaviours may include

- Physical violence (i.e physical contact made with the intention to harm)
- Defiance/rudeness towards any adult
- Persistent taunting, teasing or bullying behaviours (See Anti-Bullying Policy)
- Stealing
- Spitting
- Swearing
- Sexual harassment or child- on -child abuse (see KCSIE and Safeguarding Policy)

- Harmful Sexual Behaviour (see KCSIE and Safeguarding Policy)
- Discriminatory Behaviour

### **Exclusion Policy**

Unacceptable behaviour that escalates beyond the 4 Step process described above may result in

- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Long Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

In the rare event of the Headteacher having to exclude a child for unacceptable behaviour the DfE Guidelines on 'Suspension and permanent exclusion August 2024' will be followed in full.

[Suspension and permanent exclusion guidance](#)

### **Extreme behaviours**

Some children exhibit particular behaviours based on early life experiences and family circumstances. We recognise that this is a way of communicating their emotions. Where possible we use our most skilful staff to build relationships with individual children.

### **Restrictive interventions, including the use of reasonable force**

All members of school staff have a legal power to use reasonable force in certain circumstances.

This would only be to prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at school, whether during a teaching lesson or otherwise

Or to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil might have a legally prohibited item.

In the rare event of a member of staff having to use restrictive interventions (or reasonable force) the DfE Statutory Guidance on 'Restrictive interventions, including use of reasonable force in school – April 2026' will be followed in full.

[Use of reasonable force and other restrictive interventions guidance](#)

In line with the above DfE guidance we do not have a 'no touch policy'. Please see the school's Safe Touch Policy for more information about appropriate physical contact.

In line with the above DfE Guidance document we will not grant requests by parents or staff members not to use reasonable force and/or other restrictive interventions.

All significant incidents of the use of reasonable force or seclusion will be recorded on our Safeguarding reporting system and to the Local Authority on the same day.

## **Behaviour and SEND**

### **Responding to behaviour from children with SEND**

At Dishforth CE Primary School and Nursery we recognise that children's behaviour may be impacted by special educational need or disability (SEND).

When incidents of poor behaviour arise, the school will consider them in relation to the child's SEND, although the school recognises that not every incident of poor behaviour is connected to SEND. Decisions on whether a child's SEND has had an impact on an incident of poor behaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using their best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the child concerned.

At Dishforth CE Primary School and Nursery, all SEND children have a Support Plan which clearly outlines strategies to be used in support of individual children. This might include:

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

### **Adapting sanctions/consequences for children with SEND**

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

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

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

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

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

The school SENCo may evaluate a child who exhibits challenging behaviour to determine whether they have an underlying need that is currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Where acute needs are identified, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

### **Children with an Education, Health and Care Plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Safeguarding**

Dishforth CE Primary School and Nursery recognises that changes in behaviour may be an indicator that a child is in need of help or protection. The school will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school's Safeguarding Policy will be followed.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school. The Headteacher supports the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Governing board of the school and the Local Authority will be informed in the event of either of these actions.

### **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's

welfare or behaviour. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents can make a formal complaint using the schools Complaints Policy.

### **The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Governors will adhere to the guidelines set out in the DfE Guidance document, [Behaviour and discipline in schools guidance for governing bodies.pdf](#)

### **Staff induction, development and support**

All new members of staff will be provided with a copy of the Behaviour policy and read it as part of their induction procedure. Staff may receive training to support their development in areas such as

- Autism
- Mental Health
- Online bullying
- Attachment
- Restraint training

### **Monitoring and evaluation**

The Headteacher will monitor the effectiveness of the policy annually and report back to the Governing Body. The Headteacher Report to Governors will include behaviour data and details about the monitoring of that data, including any changes that have been made as a result of effective monitoring.

## **Anti-Bullying Strategy**



### **Definition of Bullying:**

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

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.’ (Anti-bullying Alliance)

Bullying behaviour can be:

**Physical** – pushing, poking, kicking, hitting, biting, pinching etc

**Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling

**Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulating and coercion

**Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

**Online / cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion

**Indirect** – can include the exploitation of individuals

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

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

**Bullying can happen to anyone.**

## **Introduction**

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

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

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

## **Aims:**

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

## **Objectives:**

- This policy outlines what Dishforth CE Primary School will do to prevent and tackle all forms of bullying;
- Dishforth CE Primary School Dishforth CE Primary School is committed to developing an antibullying culture where the bullying of adults, children or young people is not tolerated in any form;
- Dishforth CE Primary School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for social, emotional and mental wellbeing;

- By effectively preventing and tackling bullying, Dishforth CE Primary School can create a safe environment where the potential of everyone in its community is nurtured and developed to reach their full potential

### **Purpose:**

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

<b>Type of bullying</b>	<b>Definition</b>
Emotional	isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulating and coercion
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Child on Child Abuse**

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

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

Actions may include any of the following:-

- meeting with parents
- organising support for perpetrator and victim in school
- organising with the teacher to address issues through RSE lessons
- organising assemblies
- refreshers for pupils on E-Safety
- refreshers for parents on E-Safety and age limits
- making an Early Help referral
- reporting to Children's Social Care
- reporting to the police

Further information can be found in:-

Keeping Children Safe in Education (KCSiE)

## **Responding to Bullying:**

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern;
- School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate;

- The head teacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved;
- The DSL will be informed of all bullying issues where there are safeguarding concerns. If there are any safeguarding concerns the DSL will follow the procedures set out in the school's Child Protection Policy;
- The school will speak with and inform other staff members, where appropriate;
- The school will ensure parents and carers are kept informed about the concern and action taken, as appropriate and in line with the Child Protection Policy;
- Consequences, as identified within the Behaviour policy, and support will be implemented in consultation with all parties concerned;
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm;
- Where the bullying of or by children takes place off school site or outside of normal school hours (including onlinebullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the Behaviour policy;

## Reporting

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

## Cyberbullying:

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

When responding to cyberbullying concerns, Dishforth CE will:

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

### **Supporting Children who have been bullied:**

Children who have been bullied will be supported by:

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

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

- Discussing what happened, establishing the concern and the need to change;
- Informing parents and carers to help change the attitude and behaviour of the child;
- Providing appropriate education and support regarding their behaviour or actions;
- If online, requesting that content be removed and reporting accounts/content to service provider;

- Consequences, in line with Dishforth CE's Behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspension or permanent exclusions;
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

### **Supporting Adults who have been bullied:**

Dishforth CE Primary School recognises that bullying of staff, whether by children, parents, carers or other staff members, is unacceptable.

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

### **Preventing Bullying:**

Dishforth CE Primary School will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);  
Dishforth CE recognises 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,
  - looked after children,
  - those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- Challenge practice and language (including 'banter');
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- Actively create "safe spaces" for vulnerable children and young people;
- Celebrate success and achievements to promote and build a positive school ethos.