



Dishforth CE Primary School

Behaviour Policy, Statement of Behaviour Principles and Anti-Bullying Policy

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February 2024



Behaviour Policy

School Vision

The Behaviour Policy at Dishforth CE Primary School is informed by the Christian Values which underpin every aspect of our community's life and work, including the curriculum.

Our vision is rooted in the Bible:

“The roots to grow and the wings to fly”

We seek to enable all children and adults at this school 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.*

Our vision is to help children develop a sense of respect, tolerance and self-confidence. We encourage and support children to achieve their full potential and to develop a life-long passion for learning.

As a church school at the heart of our local community, Christian values underpin our work with the values of respect, trust, compassion and perseverance fundamental to our relationships and our commitment to ensure equality for all pupils.

Behaviour Policy

Our vision is for every child to be fully supported to access all aspects of school life. At Dishforth CE Primary School, we value children's mental health and wellbeing and our behaviour policy aims to ensure support for all children. We are committed to developing an ethos where children are protected from disruption, and can flourish in a calm, safe and supported environment due to the kind and respectful behaviour of the whole school community.

A fundamental aim of Dishforth CE Primary School is that every member of the school community is made to feel safe, valued and respected and for all persons to be treated fairly. We aim to give the children skills to resolve conflict. We believe that the key to behaviour management is relationships and we work hard to build positive relationships with children based on mutual respect.

We have three rules for behaviour at Dishforth CE Primary School that are consistently referred to in all classes and they apply in all aspects of school life.

They are:

- **Be ready;**
- **Be respectful;**
- **Be safe.**

First time straight away.

Our positive approach

We aim to promote and reward positive behaviour. In this we:

- Reward in public – using verbal and non-verbal praise to individuals, groups or classes;
- Continually reinforce our expectations for all children to: Be Ready, Be Respectful and Be Safe, first time straight away;
- Amazing / wow wall in each classroom
- Celebrate a weekly ribbon where a selected child from each class receives a ribbon in Celebration Assembly.
- Class Marble Jar (in EYFS this is a Car in a Jar) where the class work together through demonstrating the school values and positive behaviour to be awarded marbles. When the jar has been filled the class can vote on a class treat

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

Our approach to consequences:

Praise in public. Reprimand in private.

We believe that consequences are important to help children understand when they have made a wrong choice, reflect on that and make better choices in the future. In order to ensure absolute consistency in our approach, when a child makes a wrong choice, we follow a behaviour script:

- 1.) Reminder - "I noticed that you are ... not ready to work; not being behaving respectfully; not safe."
- 2.) Warning - Explain what they are doing ... "You are not ... (ready/respectful/safe) because ..." "Please think carefully about what to do next."
- 3.) Last Chance (final warning) - Privately give a final opportunity to engage. "Do you remember last week when you ... that is who I need to see today". Staff may, if they deem it worthwhile, attach a two-minute stay behind (reflection/restorative time) at the end of the session as necessary.
- 4.) Thinking Time - "You have chosen to leave the classroom". Child works in an alternative classroom or space. Where a child has had to be removed from a lesson, their parents will be informed and a challenging behaviour report logged on our CPOMS system.
- 5.) Repair – Restorative conversation at break time or a more formal meeting.
- 6.) Internal Reflection Time – This only applies if either:
 - a. The learner refuses to engage with an internal referral or

- b. A serious breach is committed for example: violence, bullying and dangerous behaviour SLT would make the decision for the next steps which would be as follows:
- Parents called in for meeting;
 - Period of Internal Reflection time (out of class);
 - Suspension – kept on record and reported to the Local Authority;
 - Permanent Exclusion – kept on record and reported to the Local Authority;
 - Other agencies involved e.g. Police, Social Care

The Head Teacher and teaching staff have the discretion to speak to children and parents where they feel it is appropriate about any incident.

Expectations for work to be completed:

If work has not been completed due to behaviour, then this will be either completed at break times or sent home. If it is sent home, parents / carers will be informed.

Personalised Behaviour Plan

When a child in crisis they may present as having persistent challenging behaviour. An individual risk assessment will be completed and shared with parents. On this risk assessment there may be a script linked to that individual. In the instance of a child being unsafe, the adult will use the following script to de-escalate a situation:

1. I can see that you are angry/upset/scared
2. (name of child) it's time to calm. (a visual can be shown to support this)
3. I need to keep you (and others) safe so come with me to (safe place)
4. Restorative practice will then be used to reflect on the crisis situation once the child is in a safe place and is calm. A consequence will then be delivered in private.

In rare circumstances the Head teacher can direct a pupil to be educated off-site due to behaviour. This would be a discussion held with parents with appropriate risk assessments in place.

Physical Restraint:

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;

Incidents of physical restraint must:

- Always be used as a last resort;
- Will only be used when necessary and proportionate;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Only be carried out by staff who have been trained;
- Be recorded and reported to parents and carers.

Serious Sanctions/Consequences:

Removal from Classrooms – Internal Reflection Time

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive;
- Maintain the safety of all children;
- Allow the child to continue their learning in a managed environment;
- Allow the disruptive child to regain calm in a safe space.

Children who have been removed from the classroom are supervised by a member of staff.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head teacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Use of teaching assistants;
- Short term learning and behaviour trackers;
- Long term behaviour plans;
- Pupil support units;
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child on CPOMS.

Suspensions and Exclusions:

It is very rare for exclusion to be necessary or seen as the best option for a child. However, there are times when exclusion is unavoidable. This will always be an absolute last resort.

Exclusion Process:

The Head teacher is the only member of staff who can carry out a suspension or exclusion;

- Fixed term suspension. At times, it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time, staff can discuss and implement strategies so that the pupil's return is a positive experience. Fixed term suspensions cannot exceed 45 days in any one academic year.
- Permanent exclusion. This would only occur when all interventions for support have been exhausted and staff believe that Dishforth CE Primary School is unable to further meet the pupil's needs. An exclusion is permanent.

Children can be excluded when:

- There has been a significant and serious breach of this Behaviour Policy;
- Allowing the child to remain in the school would seriously harm the education or welfare of themselves or others.

Please see the school's Exclusion Policy for more information.

Responding to behaviour from children with SEND

Recognising the impact of SEND on Behaviour

Dishforth CE Primary School recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour 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. The 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, all SEND children have an Individual Provision Map (IPM) which clearly outlines strategies to be used in support of individual children. This includes:

- 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 sanction consequence for a child with SEND, the school will take into account:

- Whether the child was unable 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 is 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 the behaviour.

The school will then assess if it is appropriate to use a 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

Dishforth CE Primary School's SENDCO may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, 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 (EHC) 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.

Supporting Children Following a Sanction/Consequence

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school. These include:

- Reintegration meetings with parents and children;
- Consideration of reduced timetable for reintegration;
- Monitoring of behaviour and regular meetings to be held between school and home.

Safeguarding:

Dishforth CE Primary School 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school's Child Protection Policy will be followed.



Statement of Behaviour Principles Management

All adults, including volunteers are responsible for setting the tone and context for positive behaviour within school at all times of the school day including off-site visits.

Staff will:

- Display our school rules, which are consistently referred to;
- Create and maintain a calm, supportive and stimulating environment that encourages children to be engaged;
- Positively reinforce behaviour in referring to our School values of Respect, Trust, Compassion and Perseverance
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour - using positive reinforcement – thanking children publicly for positive choices;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;

Rules	Visible Consistencies	Over and above recognition
<p>1. Be Ready 2. Be Respectful 3. Be Safe</p> <p>first time straight away</p>	<ul style="list-style-type: none"> • Kind interactions • Calm voices, positive body language and face • All adults addressing behaviour • Take up time 	<ul style="list-style-type: none"> ➤ Amazing / wow wall ➤ Marble Jar ➤ Whole class reward ➤ Use of weekly ribbon

Relentless Routines

1. Meet and greet

**2. Call to attention
(raised hand)**

**3. End and send
Silence and positive reflections**

Stepped boundaries	Micro scripts and Mantras	Restorative Questions
<ol style="list-style-type: none"> 1. Reminder 2. Warning 3. Thinking time (removal from class or playground) 4. Repair / make it better 	<ul style="list-style-type: none"> • Wrapping the conversation in a rule • Can I get anything for you? (to establish if a colleague needs help) • What do you need from me to help you? • WIN – I wonder, I imagine, I notice ... • When you're ready I'm here ... • I care about you ... • Make it personal – don't take it personal 	<ul style="list-style-type: none"> ➤ What happened? ➤ How were you feeling at the time? ➤ How do you think other people felt? ➤ How do you feel now? ➤ How can we fix / repair this? ➤ What can you do differently? <p>Note: thinking time in lessons gets no attention. Restorative is then done in playtime or lunchtime.</p>

Stepped Consequences		
Steps	Action	Script
Whole class PIP (Praise in Public)	A reminder of recognition of the expectations by praising the required behaviour or reminding them of the appropriate rule. Ready, Respectful, Safe (RRS) first time straight away. This may also involve a discrete look, involve the member of staff moving around the room, praising someone next to them / on their table who is showing the right behaviour.	<p>Thank you for ...</p> <p>Well done ... for ...</p> <p>I really like the way ..</p> <p>I can see ... is RRS</p>
Steps 1 and 2 combined Reminder / warning	<p>Check in – Purpose is to identify any reason the child is not able to do ...</p> <p>At the child's level, to the side, warm tone (script)</p> <p>Caution – a verbal caution if necessary – delivered privately, still calm, same level ... stated the rule, what needs to happen and the consequence if this is not done.</p> <p>Depending on the incident, decide whether to use a combination or just to use the caution.</p>	<p>I've noticed that you are ... is everything ok?</p> <p style="text-align: center;">Or</p> <p>I've noticed that you are not following our rule of being ... I need you to ... if you choose not to ... you will have to come and stand with me ...</p> <p>I know you can do this. Be the best.</p>
Step 2	Make the learner aware of their behaviour and which rule they are not following. State the behaviour you	

Final reminder	want to see, clearly outlining the consequences if they choose to continue.	
Step 3 Thinking time with SLT	If the child repeats the behaviour again after already being with you for the restorative conversation, the child will be brought to reflection for 10 minutes. During this time the member of SLT will have a restorative conversation.	<p>The aim is to repair and rebuild relationships.</p> <p><u>Restorative Questions</u></p> <ul style="list-style-type: none"> ➤ What happened? ➤ How were you feeling at the time? ➤ How do you think other people felt? ➤ How do you feel now? ➤ How can we fix / repair this? ➤ What can you do differently?
Step 4 Repair	This will then be logged by the person who dealt with the incident on CPOMS.	
<p>This only applies if either:</p> <p>a. The learner refuses to engage with an internal referral or</p> <p>b. A serious breach is committed by a learner for example: violence, bullying or dangerous behaviour</p>		
Step 5 Reflection	<p>The member of staff will bring the child into reflection and inform SLT about what has happened.</p> <p>If the incident only involves children and the restorative process has not been used so far, then SLT to lead the restorative process.</p> <p>If the incident involves a member of staff, then they would lead the restorative conversation.</p> <p>Log on CPOMS.</p> <p>SLT would make the decision for next steps, for example:</p> <p>Parents called in for a meeting</p> <p>Internal reflection time</p> <p>Fixed term suspension – kept on record</p> <p>Exclusion</p> <p>Other agencies involved</p>	<p>The aim is to repair and rebuild relationships.</p> <p>Restorative questions as above.</p> <p>Child to suggest appropriate consequences.</p> <p>If an apology is necessary:</p> <ul style="list-style-type: none"> ➤ I'm sorry for ... ➤ It was wrong because .. ➤ In future I will ..



Anti-Bullying Policy

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.

Forms and Types of Bullying Covered by this Policy:

This policy covers all types and forms of bullying including:

- Bullying related to appearance or physical/mental health conditions;

- Bullying of young carers, children in care or otherwise related to home circumstances;
- Emotional bullying;
- Sexist, sexual and transphobic bullying;
- Bullying via technology, known as online or cyberbullying;
- Prejudicial bullying (against people/children 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 against teenage parents (pregnancy and maternity under the Equality Act)

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 (November)
- 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 anti-bullying 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

Type of bullying	Definition
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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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) DfE updated September 2023

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 cyberbullying), 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:
 - 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;
- 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.

February 2024