

**Frome Vale Academy**  
**Positive Behaviour Policy**



**Agreed: March 2023**

**Review Date: March 2024**

## **What is acceptable behaviour?**

### **General Statement**

This behaviour policy was written by Frome Vale Citizens and encompasses the academy rules, values and core aims of the school. The academy is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-regulation, mutual respect resilience and self-esteem and these values are part of being a Frome Vale Citizen. We encourage and praise good behaviour and help children to realise that this is the normal expectation. It is the expectation that the following is continually modelled by all the adults in our school:

- Take pride in our academy
- Remember to care for everyone's feelings
- Speak and listen respectfully to everyone
- Be truthful with yourself and others
- Respect the rules of our community
- Be positive in our approach to learning and communication with others

### **Frome Vale Citizen**

We aim to develop citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement.

We do this by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
- developing environmentally conscious citizens.
- developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
- developing critical thinkers, who are able to articulate their ideas in a confident manner.
- developing a sense of responsibility.
- Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.

We provide a calm, purposeful and safe school and welcome parents, the community and other organisations to join us in giving the best education possible.

### **A whole school approach**

We believe that every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. It is a dynamic approach to working with vulnerable and challenging children whose behaviour interrupts their own learning and others' learning. Our approach is as follows:

- All behaviour is communication – we need to understand what the children are trying to tell us, why and help them to manage their emotional responses in a socially acceptable way.
- We are firm but fair – there are clear consequences for actions but there is always time for calming and reflection.
- We are consistent in our application of the behaviour policy and in recognising those children that need additional support and encouragement.
- We place as much value on interventions to develop emotional and social literacy as we do interventions to develop literacy and numeracy skills.
- We celebrate and talk about other cultures religions and beliefs.
- We recognise that our children have diverse backgrounds, life experiences and traditions we value these and seek to learn from them.
- We recognise that we all make mistakes – we need to admit to them, accept them and help each other move on
- We use the “I” word “ I guess you are feeling sad/cross/ frustrated disappointed” “ I would feel..... if I were in your situation
- Developing positive and rewarding relationships is the key to successful teaching.
- Our classrooms are safe and happy places for all children.
- All children need to be enabled to own and value their own learning and be taught the skills to self-assess and review.
- We recognise and value the uniqueness of each child and support them to recognise and develop their own skills talents and interests
- We model our school values at all times and lead by example
- All class based learning is differentiated to meet the needs of groups and individuals so they can make good and outstanding progress.
- Quality first teaching involves the daily use of adaptable access strategies that develops the learner's independence.
- We understand that play develops the brain and recognise the importance of play to enable all children to develop skills for life.
- Raising the self-esteem of learners is fundamental to successful learning.
- We encourage the children to question and teach them the skills to ask deeper more probing questions and search for answers themselves.
- We encourage peer support and evaluation and value the skills that our pupils can share with each other in our daily lessons.
- We recognise the importance of developing the learning skills of all pupils
- Our school values are at the heart of all that we do and all that we say.

**Behaviour can always be positively changed**

**Rainbow Chart**

**The principles of our behaviour approach**

At Frome Vale Academy we operate a Traffic Light system. In each class there is a wall chart made up of seven colours; blue, red, orange, yellow, blue, bronze, silver and gold. At the start of the day all the children begin on blue (children will be reset to blue, if they are on a warning colour, after break time and lunch time). Children can be moved up or down the chart depending on their behaviour. The aim is for all the children to move up the chart and be on gold by the end of the day. Poor behaviour choices means a child will be moved down. Prior to a child being moved down the chart, the teacher or other member of staff will warn them and give them an opportunity to modify their behaviour by positively directing them i.e. 'You are talking, I need you to face me and listen' or 'you are tapping your pencil, I need you to stop'. All adults actively look for ways to move children up the chart even if they have made poor choices. The only instance where a child will move straight to red will be in cases of physically dangerous or extreme behaviours that put others and the child in an immediate risk of harm.

Colour	Comment	Outcome
Gold	Gold sticker, a very good day (we expect all children to achieve this)	You are a great Frome Vale Citizen
Silver	Silver sticker – it's been a good day	You are continuing to make good choices
Bronze	Bronze sticker – a reasonable day	You are making good choices
Green	Ready to Learn	Ready to Learn
Yellow	Moved to a new learning space	Move to a new space
Orange	Removal to partner class for 10 mins. The child then returns to class. If this has been a repeated behaviour the child may also receive some reflection time in their breaktime	Partner class
Red	<b>Contact with home via a phone call or face to face</b> If the behaviour is extreme then the school will follow agreed suspension procedures and guidance	Go to SLT

	<b>SLT - this maybe for some time out of for a reflection time</b>	
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If a child's behaviour deteriorates during a lesson, or as the day progresses, a warning will be given. If after a warning, the child's behaviour has not been modified then that child will be moved down. The child is reset to 'Ready to Learn' after each session

**Examples of behaviours that lead to a name moved down**

## Behaviour charter

Possible poor behaviour choices	First consequence	Repeated consequence (This is when there <u>has</u> been other attempts by Class teacher to support behaviour and there has been no improvement)
Using unkind hands (including snatching and pushing)	Moving down the rainbow chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime
Saying unkind things to someone (including reference to someone's family or work they are completing)	Moving down the rainbow chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime
Talking unkindly about people when they are not there	Moving down the rainbow chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime
Laughing at someone to make fun of them	Moving down the rainbow chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime
Being a bystander (not standing up for someone in need)	Moving down the rainbow chart	Spoken to by SLT
Ignoring adults (basic instructions)	Moving down the rainbow chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Answering an adult back	Moving down the rainbow chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Running in the classrooms or corridors	Moving down the rainbow chart Reminded of being an FVA citizen	Spoken to by SLT Loss of break or lunchtime
Pushing past someone	Move down the rainbow <u>chart</u> Reminded of being an FVA citizen	Spoken to by SLT Loss of break or lunchtime
Swinging on your chair	Move down the rainbow <u>chart</u> Reminded of being an FVA citizen	Spoken to by SLT Parents spoken to Loss of break or lunchtime
Calling out in class	Move down the rainbow <u>chart</u> Reminded of being an FVA citizen	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card

Speaking over adults or other children	Move down the rainbow <a href="#">chart</a> Reminded of being an FVA citizen	Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Distracting others in class	Move down the rainbow <a href="#">chart</a> Reminded of being an FVA citizen	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Not using our FVA manners	Move down the rainbow <a href="#">chart</a> Reminded of being an FVA citizen	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Talking when you shouldn't be in assembly	Move down the rainbow <a href="#">chart</a> Reminded of being an FVA citizen	Practise sitting quietly during a break or lunchtime
Lying	Moving down the rainbow chart Reflection with the class teacher about the context of the lie	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Ignoring adults (being unsafe)	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Leaving class without permission	Removal to SLT	Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Using swear words	Removal to SLT Parents spoken to	Possible suspension Behaviour monitoring card
Deliberately, physically hurting someone (including hitting, kicking, pushing, grabbing, <u>smacking</u> and <u>slapping</u> )	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Threatening someone	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Using discriminative language (including reference to race, religion, LGBTQ+ or any other of the protected characteristics)	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Stealing/theft	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Not respecting the school environment or property	DEPENDENT ON SEVERITY Move down the rainbow <a href="#">chart</a> OR Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card

### **Our system of rewards for good behaviour**

Each class will discuss and take ownership of their own classroom rules appropriate to the age of the children. These will be discussed and agreed as a whole class in September and displayed in the classroom. They will be clearly displayed and be an active part of behaviour management within the class.

### **Rewards**

Suggested rewards are:

- Bronze, Silver or Gold stickers
- Frome Vale Citizen points – awarded by being given a Frome Vale Citizen card or by reaching gold. These can be used in exchange for rewards.
- Postcard / texts home to parents

Children who have produced work or behaviour of special note will be encouraged to show their work to another member of staff, or the Principal and Vice Principal. The Principal will give stickers or a special pen / pencil/ treat to these children.

**Classroom Behaviour** is managed by the class teacher and the teaching partners. If there is a gradual movement down the chart it is deemed the responsibility of the teacher to respond to this with reflection time at break time or at lunch time with the class teacher. If the behaviour is a one off but extreme behaviour, this will be dealt with by the principal and through the normal reflection rota.

**Playtime behaviour** will be managed by staff on duty, who will keep children next to them if they are not able to keep to the academy rules. Any incidents will be shared with the class teacher verbally and through recording on CPOMs. The behaviour process chart will be followed.

**At lunchtime** Lunchtime staff will operate the same structure as at playtime except the Learning Mentor, members of SLT and the Principal will be on call to deal with the children who are not able to keep the academy rules. The behaviour process chart will be followed by all staff. The SMSAs will report incidents to the class teacher of the child/children involved verbally and will then be recorded on CPOMs by the class teacher.

**At wet playtime and lunchtime** the children will be in the classrooms. Activities for wet playtime will be agreed by the class at the beginning of the year. Supervision will be carried out by staff on duty. Children will be expected to stay in class. Laptops are not to be used at wet play. Year 6 children may act as class monitors.

### **Behaviour graduated response**



At Frome Vale, we have a graduated response to behaviour using a staged process.

	<b>Components</b>	<b>Review</b>
<b>Stage 1 - Universal expectation</b>	Rainbow behaviour chart Parent communication	Move to stage 2 if continual poor behaviour choices are evident. This will be monitored weekly using CPOMs and discussed with the class teacher.
<b>Stage 2</b>	Behaviour action plan implemented. Behaviour monitoring card implemented. Parent communication – behaviour monitoring card sent home weekly. Fortnightly review meetings. Graduated response to suspension: <ol style="list-style-type: none"> <li>1. Internal suspension</li> <li>2. Internal suspension at another CLF academy</li> <li>3. External suspension</li> </ol>	Move to stage 3 if no progress over a 6-week period.
<b>Stage 3</b>	Team around the child meeting to discuss concerns. Bespoke reward systems implemented. Bespoke support implemented. Possible Nest referral.	Move to stage 4 if no progress over a 6-week period.
<b>Stage 4</b>	EHCP application. EP referral Outreach to outside agencies (Bridge, etc) Nest placement.	

**Recording of incidents**



A secure online tool called CPOMS is used to record all details relating to behaviour. The expectation is that the member of staff who has witnessed/dealt with an incident records this as objectively as possible and what the actions are as an outcome. They also link other children to look for suspected bullying. As this system is also used for safeguarding and medical information we are able to monitor any connection with these. Other adults are also notified of these entries, such as the class teacher, SENCo and safeguarding lead. The SLT team are notified of all entries.

Below is an incident page where anything about the child can be recorded:

Add Incident

Incident

Categories

Accidents 
  Attendance 
  Behaviour 
  CIN 
  communication to or from outside agency 
  CP 
  EHT 
  First Response Referral 
  FIT 
  LAC 
  Medical 
  non specific communication 
  parent/carer contact 
  Positive Handling 
  Prejudice behaviour 
  Request for help Form 
  SAF

Safeguarding 
  SEN concern 
  SEN PROVISION 
  SEN Type 
  Suspected Bullying

**Behaviour Subcategories**

Destroying property 
  Not returning to class 
  Other 
  parents infomed 
  partner class 
  Physical to adult 
  Physical to child 
  Provocation 
  reflection 
  Refusal 
  Stealing 
  Threatening 
  Throwing items 
  Verbal to an adult 
  Verbal to child 
  Walk out of class 
  Walk out of school

**SEN PROVISION Subcategories**

EHCP 
  Paperwork 
  SEN Support (K) 
  Statement 
  The NEST

**Safeguarding Subcategories**

CSE 
  D.A. 
  DV notification 
  Emotional abuse 
  FGM 
  General concern 
  Historic File 
  Neglect 
  online safety 
  Physical Abuse 
  PREVENT 
  self harm 
  Sexual abuse 
  young carer

**Suspected Bullying Subcategories**

Emotional 
  LGBTQ 
  Perpetrator - bullying 
  physical 
  racial 
  verbal 
  victim - bullying

Linked student(s)

Type a student's name to link them to this incident.

Body map

Date/Time



File(s)

 

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

[Select Agencies](#)

Add to planner



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### **Reflection time**

When an incident has occurred ask each child to explain their own account of what has happened when they are regulated enough to speak. After discussion children may need to explain a second account. This enables incidents to be dealt with in a quiet, reflective manner which is more efficient and effective.

During a reflection time the teacher on duty will engage in a conversation with the child to again enforce why certain behaviours are not acceptable.

If this does not result in an improvement in behaviour then the parents will be invited to attend a meeting to discuss the next steps and the support and strategies the academy will implement to help the child improve their behaviour. This will take the form of a Personal Support Plan or Independent Behaviour Plan which will be reviewed every two weeks with the child and parent. This will include regular feedback to parents, and action which is appropriate such as child working with an LSA, child working out of the classroom, missing playtime or similar. A temporary or permanent exclusion will be considered if the above does not result in improved behaviour. If this does not improve behaviour then The Nest and/or external agencies such as Not Just Behaviour will be sought and the academy will follow all statutory procedures in line with advice.

### **Positive Handling**

This policy should be read in conjunction with the academy policy on Positive Handling and with Thrive Positive Handling Action Plans which includes information on the use of reasonable force to control or restrain pupils.

### **Child on Child Abuse**

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate).

All staff at Frome Vale Academy that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical so repeated behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying • Prejudiced relating bullying • Sexual Violence, Sexual Harassment and Sexually Harmful behaviour
- Sexting sharing of nude or indecent (youth produced sexual imagery)

- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation

This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim

**Bullying** is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered bullying, the behaviour must be aggressive and include the following:

- An imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people
- Repetition as these behaviours happen more than once or have the potential to happen more than once
- Actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Signs of Bullying**

A child may indicate by sign or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is reluctant to walk to or from school;
- Begs to be driven to or from school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Has possessions which are damaged or go missing;
- Comes home with clothes torn or books damaged/ mislaid;
- Comes home hungry (money/ lunch has been stolen or spoilt);
- Asks for money or starts stealing money;
- Has dinner or other monies continually "lost";
- Tries to avoid going out to play at break or lunchtimes (remains close to an adult supervisor);
- Asks to move seats in class to avoid contact with certain other pupils;
- Stops eating;
- Becomes anxious, withdrawn or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep or has nightmares;
- Feels ill in the morning;
- Begins to make less effort with school work than previously;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Becomes short-tempered;
- Is exhibiting bullying behaviour towards or children or siblings;
- Is afraid to use the internet or mobile phone;
- Lack of eye contact;
- Change in attitude to people at home;
- Is frightened to say what's wrong; and
- Give improbable excuses for any of the above.

**Online bullying** is the use of technology (social networking, messaging, text messages, email, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:

- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

**Prejudiced related bullying** refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

**Sexting - the sharing of nude or indecent imagery (youth produced sexual imagery)** The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. These images may have been because of upskirting.

**Initiation/Hazing Hazing** is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

**Hate Crime** Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence. Hate crimes can include:

- Physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- Threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- Verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats

### **Supporting emotional wellbeing of pupils**

At Frome Vale, we take active steps to support pupils who are experiencing strong emotions. We believe this is an effective strategy in promoting emotional development in children. When resolving behaviour incidents with pupils, we:

- Recognise the power and purpose of emotions
- Empathise with the feelings of the child
- Practise active listening in order to build rapport
- Are calm not anxious about the child's emotions, and see a way to problem solve
- Role model positive emotional states

Our emotional support of our pupils ensures that they understand:

- We all have feelings and need to recognise them in ourselves and others
- We are not alone and we are accepted, supported, cared about, understood, trustworthy and respected – this is then returned
- We are empowered and it is safe to engage in problem solving accepting we are part of the solution
- All feelings are normal and need to be regulated and expressed constructively
- Problems and conflicts can be solved peacefully

We also support our pupils with their emotional wellbeing through a range of direct and indirect activities. These activities are designed to build confidence, develop engagement in the world around them, enhance teamwork skills and provide a safe space and environment for them to talk about their feelings. These include:

- Play therapy
- 1:1 mentoring / counselling
- 1:1 LSA support
- Educational Visits Working with support organisations – Branch Up Active, Fareshare, Greggs, North Star Outreach, Empire Fighting Chance and alternative learning provisions etc.
- Educational Psychologist support



To ensure that we are able to effectively support the emotional wellbeing of our pupils, adults at FVA will endeavour to build trusting, respectful relationships with pupils. This recognises the fact that for some children we have to build positive relationships and trust in order to manage their emotions.

### **Positive Handling**

This policy should be read in conjunction with the academy policy on Positive Handling information on the use of reasonable force to control or restrain pupils.

### **Procedures for dealing with incidents of Bullying**

Frome Vale Academy uses a four-stage approach for dealing with incidents of bullying:

All staff should adopt a positive mind set when responding to bullying concerns and have options for how to respond to incidents of bullying in a planned, deliberate and positive way.

#### **Stage 1 Interventions & Support**

The category 'suspected bullying' is put on CPOMs when entering an incident

Explain the inappropriateness of the behaviour in line with the school's values.

Identify possible consequences if the bullying behaviour continues.

Point out the level of distress experienced by the bullied pupil.

Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.

Encourage reparation to be made, if appropriate.

Monitor the situation carefully.

Be prepared to intervene with a higher response level if the situation persists or deteriorates.

To ensure regular feedback is given on agreed actions.

#### **Stage 2 Interventions & Support**

While interventions at Level 2 involve continuing with the above, there is a shift from individual support to group interventions. To be effective small group work needs:

The consent and involvement of the pupil being bullied.

To be planned and timetabled, session length dependent on age and ability.

Carefully selected group membership.

To take place in a suitable and comfortable environment.

To be uninterrupted.

To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.

Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.

Decision and outcomes to be agreed and recorded

To facilitate the development of empathy amongst pupils.  
A solution focused approach to the situation.  
To provide opportunities for pupils to take responsibility.  
Regular meetings of the group.  
Regular meetings with the bullied pupil to assess on-going effectiveness of agreed actions.

### **Stage 3 Interventions & Support**

Interventions at Level 3 will involve the Safeguarding Lead, SENCO, and other senior leaders, in collaboration with pupil(s) and parents to determine the way forward in affecting change.  
An individual Risk Assessment procedure may be used which will determine a plan of intervention and risk management that will be communicated to all.  
At this stage multi-agency discussion may involve ELB Services and other external support agencies such as Barnardos.  
Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions will require one-to-one meetings, small group work and whole class involvement.

### **Stage 4 Interventions & Support**

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of the pupils involved.  
Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked.  
In addition to safeguarding procedures and practices including referral to external support services, this may include referral to the educational psychologist through the Code of Practice. The school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

## **RESPONSIBILITIES OF ALL STAKEHOLDERS.**

### **The Responsibilities of Staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.

- listen to children who have been bullied, take what they say seriously and act to
- support and protect them.
- Report suspected cases of bullying to (name of teacher and post, eg our
- designated teacher for child protection/head of pastoral care).
- Follow up any complaint by a parent about bullying, and report back promptly
- and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance
- with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of
- incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to
- dispel any climate of secrecy and help to prevent further instances.
- *Anyone who becomes the target of bullies should:*
- Not suffer in silence, but have the courage to speak out, to put an end to their
- own suffering and that of other potential targets.

### **The Responsibilities of Parents**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might  
be evidence of bullying.
- Advising their children to report any bullying to (name of a member of  
staff/specific post in school/their class teacher) and explain the implications of  
allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them

that appropriate action will be taken;

- Keep a written record of any reported instances of bullying

### **Being Vigilant**

Staff need to be vigilant as some parts of the academy premises are considerably more likely to be the locations where bullying behaviour takes place;

- Toilet areas
- The playground
- Areas hidden from the main part of the academy

### **Training**

All staff receive training every year on safeguarding and procedure for dealing with behaviour at FVA