



**Behaviour Policy (incorporating rewards and sanctions, anti-bullying,
cyber-bullying and Exclusions policies)
For the whole school including EYFS**

This policy is written with due regard to the Equality Act 2010; and DfE non statutory Advice: Behaviour and Discipline in Schools (Sept 2015) and Preventing and Tackling Bullying (2017)

See also the Equal Opportunities and Safeguarding Policies.

ETHOS

All members of the school are expected to help maintain a positive atmosphere conducive to learning, with courtesy, mutual respect, and the tenets of the Kindness Code as basic requirements. At Garden House, behaviour management aims to promote good behaviour amongst pupils. This policy (as well as its appendices) is available to parents.

Aims

1. To promote the spirit of the Kindness Code.
2. To support effective teaching and learning.
3. To contribute to mutual respect.
4. To promote a happy, collaborative, and supportive school environment.

Implementation

- All children should be familiar with the Kindness Code. The children are provided with a copy of this code and go through it at the beginning of each academic year and as often as necessary thereafter.
- Each class teacher, or department, may establish their own class rules (ideally with the children participating in this process). However, all class rules should incorporate the school rules at Appendix 1 to this Policy.
- All rules and their examples should be: easily understood, expressed in constructive terms, and designed to encourage children to develop responsibility for their own behaviour.
- All children should be familiar with their class and school rules and the key provisions thereof will be displayed in classrooms and other parts of school as appropriate.
- Reward charts should be prominently displayed.

- The class teacher and assistant as well as all other staff must act as positive role models for the children and provide pastoral support for pupils in adhering to school rules and accepting sanctions as appropriate.
- While a class teacher and classroom assistant's primary responsibility is for their own class, they are also responsible for maintaining standards of behaviour throughout the school. Any significant incidents should always be reported to the child's class teacher.
- The class teacher should feel free to call on the support of their colleagues, Deputy Head (Pastoral) and senior management team.
- Corporal punishment is not used or threatened in any part of the school. Physical intervention should only be used in line with our restraint policy (see Safeguarding policy).

REWARDS

Statement

We consider it is important that praise and rewards should have a considerable emphasis within school and children will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the rules and our Kindness Code. The attention of our school is not limited to those whose academic work is outstanding or to those whose behaviour is consistently poor. It is as important to reward effort and a positive attitude as it is to award achievement.

It is expected that good standards of behaviour will be encouraged through the consistent application of our Kindness Code supported by a combination of rewards and sanctions within a positive and constructive school ethos. The school's emphasis is on using reward as a means of promoting good standards of behaviour but sanctions remain an important part of this process.

It is important to be consistent in the application of the reward and sanction system, in the classroom, across the year group and (allowing for differences in age and expectation) throughout the school.

Implementation

Rewards may be **informal** or **formal**.

Examples of formal rewards include:

- House Points (Transition and above);
- Stars (individual or table);
- Badges and stickers;
- Certificates;
- Form Captains (JS boys);
- House Captains (MS boys and above);
- Games Captains;
- Prefects (USII girls);
- Courtesy badges
- Head Girl and Head Boy (USII girls and boys)

Examples of informal rewards include:

- General praise and encouragement in lessons¹;
- The Head or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.
- Recognition to be given to success of differing kinds in assemblies or in form time.
- Pupils' work to be displayed as much as possible in order to give recognition to it.
- Mentions on the weekly newsletter for academic and non-academic achievements.
- Handwritten postcard by the Head or class teacher to convey weekly commendation and sent home to parents and child.

SANCTIONS **Garden House Traffic Light Scheme**

A traffic light scheme is operated from Transition upwards to deter poor behaviour and, in Middle School and above, to also ensure that work is completed to the standard expected and on its due date. The traffic light scheme is a **warning** system to be used to warn children that their behaviour (or, where appropriate, work) is not of an acceptable standard. **The traffic light is not a sanction in itself although sanctions may be attached.** In the majority of cases, being placed on a traffic light should be sufficient to negate the need for any further sanction for the child concerned.

Preparatory use their own systems instead of Traffic Lights.

Operation:

- ❖ The Traffic Lights are displayed in a prominent place in the classroom with the “green light” at the bottom.
- ❖ Names of children on the traffic light are either written in whiteboard pen or displayed on a name card.
- ❖ A child's name is written / placed on the first traffic light colour (green) at the teacher's discretion. If the child continues to persist with bad behaviour, their name is then moved up the traffic light onto the next colour.
- ❖ Transition, and Junior School traffic lights are wiped clean at the end of every day. MSI and MSII should be wiped clean at the end of the week. USI and USII are wiped clean every fortnight and at the end of a half term.

The rules of the traffic light scheme vary slightly in different parts of the school in order to tie in with past behaviour management schemes and allow for approaches that tend to suit the age and gender concerned better. These are explained below.

It is important to note that praise, positive reinforcement and commendation is used widely throughout the school.

¹ It is important to ensure that when praise is given, it is targeted and meaningful. Ensure that the child knows what aspect of their work or conduct is being praised and why.

Being put on a traffic light is seen as a major event – particularly by the children. The red traffic light should be something that most children never experience, either directly or as a result of witnessing one of their friends or classmates being put on it. The green traffic light should only be used rarely, particularly with younger year groups. Positive reinforcement/encouragement should always be tried before considering placing a child on a traffic light.

When child's name is placed on the traffic light	RED	Child sent to their Head. Parents should be informed and may be called in. <i>Boys in MSI upwards will receive 1/4 forfeit. (See forfeit chart).</i>
	AMBER	Child spends break/non-curriculum time out of the class. Head / Deputy Head (Pastoral) should be informed and they may, in appropriate circumstances, have an informal word with the child concerned. Parents would usually, at the class teacher's discretion, be informed.
	GREEN	1 house point removed and/or a strong verbal warning. From MSI upwards the removal of a House Point should be the norm.

Sanctions

As mentioned above, the Traffic Light System is a warning system not a prescription regarding sanctions. Where possible, as a school, we wish to encourage good behaviour through fostering a culture where children rejoice in good behaviour rather than one where good behaviour is achieved through fear of punishment. Nonetheless, it is accepted that there will be times where punishment is necessary.

Certain possible sanctions are mentioned above. Teachers may also apply their own sanctions in the case of green or amber traffic lights. The forfeit system applies to red traffic lights and further sanctions can be applied as appropriate. These should be discussed with Mr Warland in advance.

FORFEIT CHART: MSI boys upwards.

When a child goes on the red traffic light they receive $\frac{1}{4}$ forfeit.

The next time they reach the red traffic light they receive another $\frac{1}{4}$, when they reach $\frac{3}{4}$ of a forfeit the parents have to come in.

One whole forfeit results in the child missing an outing.

In all parts of the school any traffic light should be logged on Eportal and the Deputy Head (Pastoral) and the Head informed.

EYFS Rainbow Scheme

A rainbow scheme is operated within the Early Years – Kindergarten and Preparatory (boys and girls) - as a means to deter poor behaviour, as well as to reward the good.

The scheme has been designed to be in close line with the rest of the school's traffic light system and operates in a very similar manner, but is adapted to suit the needs of young children. It was devised to retain the effectiveness of the traffic light system further up the school and also because young children will find it easier to relate to a pictorial scheme.

Operation:

- The Rainbow system is displayed in a prominent place in the classroom with the storm cloud at the bottom, the rainbow in the middle and the sun at the top.
- Names of children are displayed on a name card and placed on the rainbow.
- If a child does not follow the school/class rules they are given a verbal warning.
- If they continue the unwanted behaviour, they are moved onto the storm cloud. This means that the child will miss 5 minutes of playtime, or have 'time out'. This gives them a chance to think about their behaviour and change it.
- If the child has managed to change their behaviour, then they earn their way back up to the rainbow.
- The children's names are placed back on the rainbow – much like the “wipe clean” on the traffic lights - at the end of every day.
- The Rainbow system can also be used as a reward system. Children who display particularly good behaviour and follow the class rules, or are helpful and polite have their names placed on the sun for the day. Acts of kindness towards their peers or the teachers may also be rewarded.
- Individual star charts are used to reward good work, concentration or good listening.

Bullying - *Please refer to the Anti-Bullying policy at Appendix 3.*

The school views any form of bullying as a serious offence. Any pupil found or judged to be bullying will immediately be placed on the red traffic light and sent to the relevant Head.

Equality Act

The School will make reasonable adjustments for children with SEND when this may have resulted in poor behaviour (e.g. pupils with ADHD). The aim is to help children to understand that their behaviour is unacceptable and to help them to overcome any difficulties. The School is alert to any child who is frequently in trouble, as this may be an indicator of SEND or of an emotional need for which they need support. The Head of Learning Development and Enrichment is kept abreast of behavioural patterns, particularly those of children with SEND.

Record Keeping

Any traffic light should be logged on Eportal and the Deputy Head (Pastoral) and the Head informed.

The Deputy Head (Pastoral) will keep a central register. This includes the child's name and year group, the nature and date of the offence and the sanction imposed. The records are centralised and reviewed regularly to allow access as the child progresses up the school and thus enables any patterns to be identified.

Allegations against a member of staff

The procedure for any allegation against a member of staff is found in the school's Safeguarding Policy. Should a child make a malicious or unfounded allegation against a member of staff then the School reserves the right to consider sanctions under the Misbehaviour and Exclusions Policy (Appendix 2)

Please refer to the Kindness and Courtesy codes for more information. These are reproduced in Appendix 1.

Exclusion (Appendix 2)

Anti-bullying (Appendix 3)

Updated by Heads and proprietor: June 2019

Review Date: June 2020

Appendix 1 - SCHOOL RULES

Garden House School Kindness Code (this serves as our set of school rules)

1. I will be kind to everyone and care about the feelings of others.
2. I will say nothing that might be hurtful.
3. I will respect other people and their possessions.
4. I will try not to let people feel lonely.
5. I will share other people's happiness.
6. I will treat others as I would like to be treated.
7. If I have any worries, I will talk to an adult I trust.

These points are made into a booklet and handed to each child at the beginning of the school year.

Garden House School Courtesy Code

1. Greet people – all members of staff and visitors when you pass them in the corridors. Make eye contact and smile.
2. If you approach a doorway at the same time as an adult or a visitor you should stand back, smile and allow them to pass.
3. When walking in a group be aware of other people around you especially on the public pavements and in corridors. Always stand aside to let adults pass you.
4. Take your hands out of your pockets when talking to adults, when singing the National Anthem, attending Assembly or other formal occasions.
5. Listen with attention to people when they are talking to you. Look interested and do not interrupt until it is your turn to speak. Always speak clearly and look at the person you are addressing.
6. Reply promptly when you receive an invitation. Remember it is always appropriate to thank the host after an invitation, a school trip, a sports fixture or excursion.
7. Always remember **'please'** before making a request, **'thank you'** after receiving something and **'sorry'** when anything goes wrong.

Appendix 2



Misbehaviour and Exclusions Policy (for the whole school including the EYFS)

This policy is written with due regard to the Equality Act 2010

See also: Behaviour, Equal Opportunities, Safeguarding and Anti Bullying Policies

Pupils will only be excluded in cases of a serious breach of the school's behaviour/discipline policy and if the continued presence of the excluded in the school would seriously damage the education or the welfare of other pupils or staff. Exclusion will only be considered if the offence amounts to a serious act or threat of violence or has taken place consistently over a period of time and all attempts to remedy the situation have failed.

Only the Heads can exclude, or the person in charge on the day, if they are absent from school.

Before deciding to exclude a pupil the Heads will:

- Ensure that an appropriate investigation has been conducted
- Ensure that all the relevant evidence has been considered
- Give the pupil an opportunity to be heard
- Consult other relevant people as necessary
- Record the misbehaviour in the whole school sanctions book

If the balance of probabilities has been established, the pupil may be excluded.

Alternatives

For example:

1. A restorative justice process – whereby the harm caused to the 'victim' can be redressed
2. Internal exclusion (removal from class, but not the site)
3. A managed move to another school

When exclusion is inappropriate

In cases of:

1. Minor breaches of discipline
2. Poor academic performance
3. Truancy or lateness
4. Non-compliance with uniform regulations
5. In response to the unacceptable behaviour, attitude or conduct of a pupil's parents.

Exclusions can either be for a Fixed Term or Permanent.

Indefinite exclusions are not permissible by law.

Fixed Term exclusion

The Heads are permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any one school year.

The school will continue to provide education for an excluded pupil (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Heads in consultation with the relevant members of staff will consider the following:

- a. How the pupil's education will continue
- b. How his/her problems might be addressed in the interim
- c. Reintegration post-exclusion

Procedure for Excluding a Pupil

1. Informing parents about the exclusion
 - The Heads should inform parents without delay (by telephone, with a follow-up letter within one school day) and should be given the following information:
 - i. In cases of fixed term exclusions, the length of the exclusion
 - ii. In cases of permanent exclusion, that it is a permanent exclusion
 - iii. The reasons for the exclusion
 - The letter to the parents should also state:
 - i. The parents' right of access to the pupil's school record
 - ii. The date and time when the pupil should return to school (with a fixed term exclusion) or the number of lunch-times for which the pupil is excluded (with lunch-time exclusions)
 - iii. With a permanent exclusion, its immediate effect and any relevant previous history
 - iv. Arrangements for the setting and marking of work (it is the parent's responsibility to ensure that work sent home is completed and returned to school)
 - The Heads exclusion report should contain:
 - i. The name of the pupil
 - ii. The duration of the exclusion
 - iii. The reason(s) for the exclusion
 - iv. The pupil's age, gender and ethnicity
 - v. Whether the pupil is statemented or is on School Action or School Action Plus
 - vi. Whether he/she is in Local Authority care

Liaison with Parents

At all stages the Heads are expected to seek parental co-operation.

Lunchtime Exclusion

The Heads can exclude a disruptive pupil for the duration of a lunch break in the dining room.

Permanent Exclusion

A decision to exclude a pupil permanently, as befitting its gravity, should only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed.

Off-site Behaviour

In certain circumstances at the discretion of the Heads the school will treat poor behaviour off-site as though it occurred on the premises.

Equal Opportunities

In making decisions about exclusion the Heads will take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, as stated by the UK Equality Act 2010. See also Equal Opportunities policy.

Monitoring and Review

The Heads will share any exclusions with the SMT.

Bullying

The school views any form of bullying (as identified in our anti bullying policy) as a serious offence. Depending on the seriousness of the bullying, exclusion may be considered as a sanction.

Updated by Heads: June 2019

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Appendix 3



Anti-Bullying Policy **For the whole school including EYFS**

This policy is written with due regard to the Equality Act 2010; and DfE non statutory Advice: Preventing and Tackling Bullying (2017)

See also the Behaviour, Misbehaviour and Exclusions, Equal Opportunities, Safeguarding, Pupils' usage of Internet and Email Policies and the Staff Code of Conduct.

Introduction:

At Garden House we believe that every child should be able to learn in a school environment that is free from bullying of any kind and in which they feel safe and supported.

Aims and Objectives

At Garden House School, our community is based upon kindness, respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere. All pupils should care for and support each other.

Garden House School prides itself on fostering mutual respect and tolerance across the community and at all times, bullying at the school is prevented in so far as reasonably practicable. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds and some pupils require additional support and help. Parents/guardians have an important role in supporting Garden House School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate with each other. In accepting a place at Garden House School, parents commit themselves to supporting this policy.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect this behaviour to be reciprocated. Any kind of bullying is unacceptable. We will apply the sanctions described in our Behaviour Policy or our Exclusions Policy for behaviour that constitutes bullying or harassment of any kind.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, it may occur directly or through cyber bullying (social websites, mobile 'phones, text messages photographs and email) and is often motivated by prejudice or actual or perceived difference. It can be motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sexual orientation, gender, special educational needs and disability, or because a child is adopted or is a carer.

We acknowledge the seriousness of bullying in recognising its capacity to cause psychological damage and even suicide. Any incident of bullying conflicts sharply with the school's policy on Equal Opportunities, as well as with our social and moral principles, underpinned by our Kindness Code (see Appendix 1).

Signs of Bullying

We try to intercept bullying incidents by watching out for changes in behaviour that may indicate that a pupil is being bullied. These include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the Office First Aider/s with symptoms such as stomach pains or headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Preventative Measures

The culture at Garden House must be one that fosters kindness, mutual respect, good manners and fair play. If such a culture is strong, then bullying should be prevented. However, in order to ensure that it is, in so far as is reasonably practicable, we take the following specific preventative measures:

- We use appropriate assemblies to explain the school policy on bullying.
- Our PSCHE (Life and Culture), programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The

programme is structured to enforce the message about community involvement and taking care of each other. It tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.

- Other lessons, particularly RE, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- Lessons and assemblies promote discussion of differences between people and the importance of avoiding prejudice based language.
- All our pupils are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Every member of staff is trained on how to respond to such allegations as part of their induction training.
- Our Kindness Code and class rules aim to encourage a pattern of behaviour that prevents bullying and celebrates success (see appendix 1).
- Modelling of respectful behaviour by teachers.
- Frequent communication between staff members, the Deputy Head (Pastoral) and Heads regarding children
- Reporting and recording incidents and investigating them at once. We always monitor reported incidents to enable patterns to be identified and to evaluate the effectiveness of the approach adopted.
- We have a strong and experienced team made up of teachers, assistants and administrators who support the pastoral needs of our pupils and handle incidents as an immediate priority if they occur. They are also alert to the signs of bullying outlined in this policy.
- This team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our School Counsellors are an important part of our pastoral support service. They are available to give confidential advice and counselling support to pupils who can refer themselves to them when they have social, emotional or behavioural concerns in KS2. In KS1 and EYFS children are encouraged to go to their class teacher or classroom assistant first. Members of staff may also refer a pupil to the in-school child psychotherapist in consultation with the relevant Head.
- Staff are always on duty at times when pupils are not in class or during breaks held in their classrooms, ensuring that kind and considerate behaviour is observed at all times. They are alert to inappropriate language or behaviour.
- We offer advice on where pupils can seek help through assemblies and the Life and Culture curriculum, including details of confidential help lines and web sites connecting to external specialists, such as Childline.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- All staff are trained to ensure the principles of this policy are understood and to recognise, prevent and deal with bullying.
- Key staff receive additional training as appropriate.

Cyberbullying – see also Pupils' Use of ICT policy

'Cyber-bullying', is defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices', email, web based chat-rooms and social networking sites.

DFE definition: 'an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself'.

We consider online safety as part of our safeguarding and anti-bullying arrangements. Pupils have access to an increasing range of electronic devices outside school, but the use of technology beyond school is also taken into consideration in this policy. Whilst we manage hardware, software and connectivity at school, we also provide children with guidance on the use of technology beyond the classroom. Teachers, pupils and parents all have a part to play in this.

Specific methods employed in Cyber-bullying

The Anti-Bullying Association has identified a number of methods employed when cyber-bullying occurs, ranging from abusive text messages, e-mails and phone calls, to bullying in Internet chatrooms, social networking sites and instant messaging. A list of possibilities is set out below.

* **Cyber Stalking** - The transmission of messages to intimidate and or threaten the victim resulting in a child having concerns about their personal safety and wellbeing.

* **Degradation** - This would be the use of rumours and unfounded gossip in an attempt to break up the friendships the victim might have with others or to damage the child's reputation.

* **Harassment** - This is the constant and unrelenting sending of offensive, insulting, rude and harassing messages over the internet or mobile phone to the Cyber Bullying Victim.

* **Impersonation** - The taking on of a false identity pretending to be the victim and send or post material to damage the child's reputation or get them into trouble.

* **Flaming** - This a very aggressive and abrasive form of intimidation used by the aggressor using vulgar and angry language with the intent to start fights with the teenager or preteen.

* **Password Theft** - Gaining access to the child's passwords used on the internet and using it to log into the sites the child has and locks them out, also allowing others to hack the account.

* **Web Sites** - The creation of web sites and/or pages filled with images, rumours, statements, and/or defamatory remarks to further humiliate and cause emotional distress to the victim.

* **Images or Photos** - The posting of photos or images that are found that might be embarrassing in nature or the creation or altering of images to depict the boy or girl and cause humiliation.

* **PC Attack** – Some children are very skilled in computer technology. Some could have the skills necessary to send viruses, a Trojan and/or spyware to infect another child's computer.

*** Proxy Attack** - It is not unusual for them to enlist their friends to assist them in the dirty work and to "join in on the fun" to further the humiliation and emotional damage caused to the victim.

Criminal Law:

Making repeated offensive remarks on websites can be a criminal offence.

Cyberbullying – Preventative Measures

Garden House School:

- Expects all pupils to adhere to the Internet and Email Policy.
- Monitors use of the Internet and may impose sanctions for the misuse, or attempted misuse of the Internet. All e-communications used on the school site can be monitored and restricted where necessary or if an incident is suspected.
- Teaches children safe Internet etiquette and correct and appropriate use of email both at school and beyond, during Computing and Life and Culture lessons. This includes age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/photographs.
- Asks KS2 children and parents to sign an internet charter, which is a set of rules to live by online. This includes not signing up to any age restricted social media sites if they are underage.
- Helps to support parents at home by informing them of online Internet dangers, including cyber-bullying and informing them of the sources of help and guidance on the Childnet website.
- Gives regular talks to parents on E-Safety.
- Issues all pupils in MSI and above with their own personal school email address. (Access to external email sites such as 'Hotmail' etc. is not allowed.)
- Bans the use of social networking and other chat enabled sites in school
- Uses Internet filters to prevent unacceptable websites.
- Offers guidance in keeping passwords safe and the use of strong passwords.
- Bans mobile phones or iPad style tablets for pupils at school (although children may use school-issued tablet devices in class).
- Ensures that children are supervised when using computers. Computers are mostly only used in lessons.
- Trains staff in online safety, using an external professional
- Manages data in line with statutory requirements
- Tells children not to respond to abusive e-mails and to report them to a member of staff.
- Expects staff usage of technology to abide by the rules set out in the staff code of conduct.

Procedures for Dealing with bullying

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. This includes incidents involving cyber bullying or bullying outside the school.
- He/she will inform an appropriate member of the senior management team as soon as possible, preferably the relevant Head or Deputy Head.

- The member of staff will calmly explain the range of disciplinary measures that are potentially involved as set out in the Behaviour Policy.
- The victim will be interviewed on his/her own and asked to write or verbalise (as appropriate) an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write or verbalise (as appropriate) an immediate account of events.
- The incident should be recorded.
- All relevant teachers and members of staff should be informed and the Head is informed of every incident.
- The victim will be interviewed at a later stage by the school counsellor or a member of staff deemed suitable by the Head. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- Sanctions should reflect the seriousness of an incident and convey a deterrent effect. Strong sanctions such as exclusion may be necessary in the case of severe and persistent bullying. Exclusion will only be considered if the offence amounts to a serious act or threat of violence, or has taken place consistently over a period of time and all attempts to remedy the situation have failed. *See Exclusion Policy, appendix 2.*
- Depending on the seriousness of the incident and its frequency (including the length of time over which the incidents have been carried out), one or more of the following sanctions may be applied:
 - Removal from all communal breaks and walks
 - Placement onto a behavioural report to be filled, reviewed and signed daily
 - Exclusion (*see Exclusion Policy, appendix 2*)
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- The bully and the victim will be supported through separate counselling sessions with our school counsellor and through careful monitoring by the class teacher and other members of staff.
- A bullying incident will be treated as a child protection concern when there is cause to believe that a child is suffering or is likely to suffer significant harm.
- In very serious and persistent cases, and only after the relevant Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Garden House School to attempt to resolve such issues internally under the school's own disciplinary procedures (see Behaviour Policy), unless the matter is of such gravity that a criminal prosecution is likely.
- Any incident of bullying will also be recorded in whole school Bullying folder, and by the Safeguarding team, to enable patterns of behaviour to be identified. Sanctions as a consequence of bullying will be recorded in the whole school Sanctions book.

- The School will respond to allegations of cyberbullying in the same way as other bullying.

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