Regulation and Co-Regulation

Behaviour with Positive Handling Policy

Anti-Bullying Policy

Approved By	The Full Governing Body, The Headteacher and the Assistant Headteacher for Support and Intervention
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Behaviour Policy

Contents

1. Policy Objectives

- Provide guidance to classroom teams, parents and carers, governors, and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe and happy to learn.
- Provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at Kennel Lane School.
- Provide a holistic, whole person, inclusive model for our understanding of self-regulation and behavioural needs based on the six principles of Nurture.
- Underpin our beliefs with evidence-based practice and research.
- Define what is self-regulation and positive behaviour.
- Outline how our classrooms ensure effective communication and behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our management of bullying, exclusions, and exceptional behavioural needs.

2. Key Beliefs

At Kennel Lane School we believe that:
- Our learners want to behave well.
- Behaviour is a means of communication – we must ensure all learners are supported to communicate their needs safely and appropriately, using their preferred communication systems.
- With the right support, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and all of our learners are at different stages of the developmental process.
- All of our learners have learning difficulties and other complex needs which impact on how they learn to self-regulate, manage their behaviour and engage with their learning.
- We use the six principles of Nurture as part of our classroom practice.
- Teachers and class teams understand why our learners become dysregulated and reflect on how/why it impacts on their behaviour.
- We work collaboratively with our learners, their parents/carers and other professionals to develop strategies as part of the Personal Strategy Plan to support them to self-regulate and manage their behaviour in all contexts in a positive manner.

3. Behaviour Principles

- Every learner has the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All learners, colleagues and visitors are free from any form of discrimination.
- Colleagues and volunteers set an excellent example to learners at all times.
- Behaviour is a form of communication and often expresses how a learner is feeling. Consideration must be given to sensory and emotional needs in order to understand the function of the behaviour.
- Rewards and Motivators / Outcomes and Consequences for actions are used consistently by colleagues, however, these might not be the same for each learner.
- The use of reasonable force is a last resort; reasonable, proportionate and absolutely necessary.
- The Behaviour Policy is understood by learners (where possible), colleagues and carers and parents.
- Learners are supported to take responsibility for their actions.
- Support interventions are personalised, well informed, and planned according to the needs of each individual following careful observations, information gathering and data analysis.
- Good relationships between the school and the learners' families are fostered to ensure effective support interventions.
- Exclusions will only be used as a last resort, and processes involved in suspensions and exclusions will be followed.

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting learners with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- In addition, this policy is based on:
  - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its learners.
  - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate learners' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
  - DfE guidance explaining that maintained schools should publish their Behaviour Policy online

5. Definitions

Unsafe behaviour is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

We will continue to provide a positive and emotionally literate environment based on mutual respect and self-advocacy.

Colleagues and learners have a Code of Conduct which is accepted by all and displayed within classrooms.

Through the whole school curriculum and specific planned lessons e.g. PSHE /RSE and Nurture, learners will be taught about all aspects of difference and diversity (e.g. religion, ethnicity, gender and sexuality). They will be helped to understand the difference between banter and the effects of interactions that can hurt and threaten. Learners will be taught to understand their responsibilities towards others and how to recognise and respond to different bullying situations such as cyber-bullying, physical and psychological bullying.

Colleagues have a calm yet firm insistence on acceptable standards / expressions of behaviour towards others at all times. Challenging all forms of bullying or harassment and treating incidents of bullying as serious by following agreed strategies to prevent bullying or bringing incidences under control.

The modelling by colleagues and promotion of the rules of appropriate social behaviour.

In addition, colleagues promote the rules of appropriate social behaviour by keeping good communication links with carers and parents to establish the rights and respect of their own children, other learners and colleagues.

7. Roles and responsibilities

7.1 The Governing Body
The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and the Assistant Headteacher for Support and Intervention and monitor the policy's effectiveness, holding the Headteacher and Assistant Headteacher for Support and Intervention to account for its implementation.

7.2 The Headteacher and the Assistant Headteacher for Support and Intervention
The Headteacher and the Assistant Headteacher for Support and Intervention is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body.
The Headteacher and the Assistant Headteacher for Support and Intervention will also approve this policy.
The Headteacher and the Assistant Headteacher for Support and Intervention will ensure that the school environment encourages positive behaviour and that colleagues deal effectively with behaviour and will monitor how colleagues implement this policy to ensure rewards and motivators/outcomes and consequences are applied consistently.

7.3 Colleagues
Colleagues are responsible for:
- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents
- Including the six Nurture principles within their practice, an understanding of Adverse Childhood Experiences (ACES), de-escalation skills and the importance of relationships.

The Senior Leadership Team, the Support and Intervention Team and the Total Communication Team will support colleagues in developing skills to manage behaviour through the Nurture approach, understanding of behaviour as a language and being trauma informed.

7.4 Carers and Parents
Carers and Parents are expected to:
- Support their young person in adhering to the learner Code of Conduct.
- Inform the school of any changes in circumstances that may affect their young person's behaviour and wellbeing.
- Discuss any behavioural concerns with the Class Teacher, Class Team and or Extended Leadership Team promptly.

8. Learner Code of Conduct to support safe behaviour
Code of Conduct:
- Developmentally appropriate and agreed with the class group.
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do.
- Regularly referred to by the Class Team.
- Related to respect for self and others.
- Supportive of learning needs – to look and listen and prepare for learning.
- Wear the school uniform, as appropriate,
- Accept support or outcomes when given.

9. Rewards and Motivators/ Outcomes and Consequences

9.1 List of rewards and outcomes or consequences
Safe behaviour will be rewarded with:
- Praise
- Individual motivators
- Letters or phone calls home to carers and parents
- Special responsibilities/privileges

The school may use one or more of the following outcomes or consequences in response to unsafe behaviour:
- Verbal advice
- Time away to reflect on actions
- Individual timetable to support safe behaviour
- Referring the learner to a member of the Extended Leadership Team
- Letters or phone calls home to carers and parents
- Exclusion (as a last resort)

9.2 Off-site behaviour

Consequences may be applied where a learner has displayed unsafe behaviours off-site when representing the school, such as on a school trip. Learners only access offsite trips and provisions with the correct support and when they are ready to safely do so.

10. Behaviour management

10.1 Quality relationships with our learners

Our relationships with learners are crucial to positive behaviour. Each colleague is a significant adult for our learners. To foster successful, enabling relationships with learners we need to:

- Actively build trust and rapport.
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- Treat learners with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Adults should listen respectfully to the learner and make a judgement about how/when to respond.
- Have fun with our learners and invest in our relationships.
- Consider the reason for the behaviours, it may be a symptom of something we need to identify and understand.
- Be consistent, reliable, and predictable and follow through.
- Identify the strengths of the learner and build on them.
- Demonstrate emotionally intelligent behaviour at all times by naming and managing our own emotional reactions and seek help where and when needed.
- Quietly and firmly hold appropriate boundaries for learners.
- Seek support from wider professional networks to problem-solve behaviours that challenge.
- We are respectful of our learners and we do not speak about them over their heads or in front of other learners.
- We are non-judgemental about learners' life experiences or circumstances but we use behaviour data to inform our planning for them.

10.2 Classroom management

Teaching and support colleagues are all responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages learners to engage in learning.
- Display the learner Code of Conduct or their own Classroom Rules.
- Develop a positive relationship with learners, which includes:
  - Greeting learners in the morning and at the start of lessons.
  - Establishing clear routines – display timetables.
  - Communicating expectations of behaviour through our Total Communication environment.
  - Highlighting and promoting good behaviour – praise the behaviours we want more of.
  - Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with learners who are likely to present challenging behaviours.
- Ensure all adults know the plans.
- Ensure all resources are prepared in advance.
- Differentiate.
- Record any unsafe behaviours on Sleuth for analysis and monitoring.
- Stay calm, positive and have fun.

10.3 Confiscation
Any prohibited items (listed in section 10.3) found in a learners' possession will be confiscated. These items will not be returned to learners.
- Prohibited items are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, including all smoking devices such as vapes
  - Fireworks
  - Pornographic images
  - Any article / item a colleague reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to learners after discussion with a member or members of the Extended Leadership Team, carers and parents, if appropriate.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.4 Learner support
Kennel Lane School recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviours that challenge may be differentiated to cater to the needs of individual learners.

The Support and Intervention team alongside members of the Extended Leadership Team (including our SENCO) and / or the Total Communication Team will evaluate, observe, and discuss a learner who exhibits behaviours that challenge 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, CAMHS, and/or others, to identify or support specific needs. When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that learner. We will work with carers and parents to create the plan and review it on a regular basis.

Learners requiring additional support for behaviours that challenge will have a Personal Support Plan (PSP) and/or a Risk Reduction Plan implemented.

11. Learner transition
To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s). In addition, colleagues hold transition meetings. Where applicable, learners may receive Social Stories to prepare and support them through the transition.

To ensure behaviour is continually monitored and the right support is in place, information related to learners' behaviours which challenge may be transferred to relevant colleagues at the start of the term or end of the academic year. Information on behaviours that challenge may also be shared with new settings for those learners transferring to other schools/settings or transitioning into Kennel Lane School by their current placement.

12. Training
Our team at Kennel Lane School are provided with training on managing behaviour, including the proper use of restrictive physical interventions, as part of their induction process. All colleagues complete a 12 hour 'PRICE' training course delivered by Kennel Lane PRICE trainers. PRICE accreditation is maintained via Refresher Training courses at least every 24 months. A colleague training log for PRICE and Annual PRICE Risk Assessments are maintained by the Support and Intervention team.

Behaviour management training also forms part of our continuing Professional Development.

13. Positive Handling

13.1

Positive Handling / Physical Interventions are used only within the philosophy of the school Behaviour Policy. There are several key documents that set out guidance on RPI and positive handling, these are listed in section 4 of the Behaviour Policy.

- We will work within the current guidelines and the law, with minimal use of physical intervention.
- A calm and considered approach is essential for the management of crisis situations.
- Colleagues should be PRICE trained within 120 working days of starting – and before being placed in situations of documented risk, without appropriate support.
- A proactive approach is essential. We should anticipate difficulties and have an awareness of risks / difficulties.
- We will use primary and secondary preventative strategies such as de-escalation and distraction.
- Ensure that Positive Handling strategies are part of a complete overview of the learner's education, including their Regulation Support Plan, PBS (Positive Behaviour Support) plans and best practice would see them incorporated in a learner's Management of Learning
- Develop the confidence and competence of all colleagues who deal with crisis situations through PRICE training and continued follow up.
- Ensure through training that colleagues do not employ techniques which may intentionally cause pain or injury.

13.2

Implementation:

- Maintain a practical number of Intermediate and Advanced PRICE tutors.
- Develop de-escalation strategies and alternative strategies alongside a range of graded responses.
- Train all colleagues in PRICE alongside whole school behaviour management guidance and the Nurture approach.
- Monitor and evaluate colleagues' practice.
- Health and Safety issues regarding personal risk assessments- physical and emotional needs are addressed using PRICE models.
- Support colleagues and learners through de-briefing.
- Colleagues are aware of the distinction between 'planned physical intervention' and 'emergency situations'.
- Colleagues are aware of the distinction between:
  - o Seclusion means – forced to spend time alone against will (requires statutory powers other than in an emergency).
  - o Time out means – restricting activities such as breaktimes / reward times as part of a planned behavioural programme (requires written agreed plan).
  - o Withdrawal means - removed from the situation but observed and supported until they are ready to resume.
- Learners with restrictive behaviours will have Regulation Support Plans and/or PBS Plans which specify:
  - o Triggers.
  - o Known strategies used to diffuse.
  - o Risk Assessment information.
  - o Criteria for that learner which justifies physical intervention.
  - o Particular holds/techniques that are being used.
  - o The repair and reflection techniques for that learner.
  - o The reporting process relevant to that particular learner.
  - o Include a signed agreement between school and those with parental responsibility.
- Incidents will be recorded on Sleuth.
- Incidents where physical intervention is used will be monitored and evaluated in order to identify training needs or alteration to practice for individuals or whole school.
- All PRICE Training records (In-house and off-site training), and incident documentation stored/archived following the guidance from TT/BILD/ICM and the Data Protection Act.
- Colleagues will have appropriate training in in Child Protection, Duty of Care.
- Links with PRICE will be maintained to update knowledge and gain support where necessary.
- All colleagues are aware that there is a level of risk of pain or injury in relation to the techniques being used.

- Some techniques may involve pain or discomfort for both colleagues and learners. 'PRICE techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.'
- Colleagues will be skilled in using repair and reflection techniques to be offered following any incident using positive handling.

Anti-Bullying Policy

Contents

1. Policy objectives

This policy outlines what Kennel Lane School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community.

Kennel Lane School is committed to developing an anti-bullying culture where the bullying of adults or learners is not tolerated in any form.

2. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

3. Responsibilities

- It is the responsibility of:
  - The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility.
  - Governors to take a lead role in monitoring and reviewing this policy.
  - All colleagues, including Governors, Senior Leaders, teaching and non-teaching colleagues, to support, uphold and implement this policy accordingly.
  - Carers and parents to support their young person/people and to work in partnership with the school.
  - Learners to abide by the policy.

4. Definition of bullying

Bullying can be defined as, '*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)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

5. Forms and types of bullying covered by this policy
Bullying can happen to anyone. This policy covers all types and forms of bullying including:
- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying.
- Sexual bullying.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/learners 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).

6. School ethos
Kennel Lane School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where learners are able to learn and fulfil their potential.

Our Community:
- Monitors and reviews our Anti-Bullying Policy and practice on a regular basis.
- Supports colleagues to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact and that all our learners have SEND with its associated vulnerabilities. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our learners are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the Anti-Bullying Policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with carers and parents regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Will ensure that bullying, and the issues around it, will be part of our curriculum in order that our learners know what constitutes bullying, and how to report it.

7. Responding to and reporting about 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 colleague who has been approached or witnessed the concern.
- The 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 incident will be logged on Sleuth.
- A member or members of the Extended Leadership Team will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other colleagues, where appropriate.
- The school will ensure carers and parents are kept informed about the concern and action taken, as appropriate and in line with the Safeguarding Policy.
- Sanctions, as identified within the school's 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 learner is felt to be at risk of significant harm.
- Where the bullying of or by learners takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the Designated Safeguarding Lead will consult and collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Behaviour Policy.
- 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.

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Follow guidance contained within https://www.childnet.com/resources/cyberbullying-guidance-for-schools.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- 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. This may include:
  o looking at use of the school systems.
  o identifying and interviewing possible witnesses.
  o contacting the service provider and the police, if necessary.
  o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - If necessary, confiscate and search learner's electronic devices, such as mobile phones, in accordance with the law. Searches will be carried out by two members of the Extended Leadership Team, adhering to 'Childnet's' Cyber Bullying guidance and DFE 'Searching, screening and confiscation at school' www.gov.uk/government/publications/searching-screening-and-confiscation.
    - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
    - 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.
    - Individual sessions with the Support and Intervention Team, E-safety Lead, or member of the Extended Leadership Team around on-line behaviour
    - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take 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 a criminal offence has been committed.

- Provide information to colleagues and learners regarding steps they can take to protect themselves online.

Supporting learners
Learners who have been bullied will be supported by:
- Reassuring the learner and providing continuous pastoral support. This may include working and speaking with colleagues, offering formal counselling, engaging with carers and parents.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or a colleague of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- 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 Child and Adolescent Mental Health Service (CAMHS).

Learners who have perpetrated bullying will be supported by:
- Discussing what happened with use of visuals such as social stories, establishing the concern and the need to change.
- Informing carers and parents to help change the attitude and behaviour of the learner.
- Providing the appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider(s).
- Sanctioning, in line with school Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term 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 Child and Adolescent Mental Health Service (CAMHS).

Supporting adults
Our school takes measures to prevent and tackle bullying among learners; however, it is equally important to recognise that bullying of adults, including colleagues, carers and parents, whether by learners, carers and parents or other colleagues, is unacceptable.

Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a member of the Extended Leadership Team and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' Behaviour Policy and or Colleague Code of Conduct
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with the Designated Safeguarding Lead, a member of the Extended Leadership Team and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official Complaints Procedures.
- If online, requesting that the content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety.

8. Preventing bullying

Environment
The whole school community 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).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and implement additional pastoral support as required.
- Openly discuss differences between people, that could motivate bullying, such as: learners with different family situations, such as children looked after or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with colleagues, 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.
- A ''report harmful button' will be added to the learner page on the school website. Learners are shown in RSHE lessons where they can locate the button on the Kennel Lane School website and are encouraged to report if anything upsets them e.g. Bullying, harassment, online abuse, violent content, photos of people's private parts, self- harm content and pornography.

Policy and Support
The whole school community will:
- Provide a range of approaches for learners, colleagues and carers and parents to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the school's attention, which involves or affects learners, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training
The school community will:
- Train all colleagues, including teaching colleagues, support colleagues (e.g. Administration Team, Lunchtime Controllers and the Site Team) and pastoral colleagues, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/learner council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop learners' social and emotional skills, including building their resilience and self-esteem.

9) Involvement of learners
We will:
- Involve learners in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas learner's views on the extent and nature of bullying.
- Ensure that all learners know how to express worries and anxieties about bullying.
- Ensure that all learners are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve learners in anti-bullying campaigns in school and embed messages in the wider school curriculum.
- Utilise learners' voices in providing learner led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to learners who have been bullied and to those who are bullying to address the problems they have.

10) Involvement and liaison with carers and parents
We will:
- Take steps to involve carers and parents in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to carers and parents in a variety of formats, including via the school's website
- Ensure all carers and parents know who to contact if they are worried about bullying and where to access independent advice.
- Work with all carers and parents and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that carers and parents work with the school to role model positive behaviour for learners, both on and offline.
- Ensure all carers and parents know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11) Monitoring and review: putting policy into practice
• The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
• Any issues identified will be incorporated into the school's action planning.
• The Headteacher will be informed of bullying concerns, as appropriate.
• The Safeguarding Governor will report on a regular basis to the Full Governing Body on incidents of bullying, including outcomes.

12. Useful links and supporting organisations
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
Childnet: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: www.srtrc.org/educational

LGBT
Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note:
Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying 13 Thee ducationpeople.og

13. Links with other school policies and practices
This policy links with several school policies, practices and action plans including:
- Behaviour Policy
- Complaints Procedure
- Safeguarding Policy
- Confidentiality Policy
- RSHE Policy
- Online Safety Policy
- Code of Conduct & Personal Behaviour Policy
- Equality Policy

Appendix 1 (To Behaviour Policy)

Exclusions Policy
A decision to exclude a learner, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to learners and colleagues.

The school is responsible for communicating to learners, carers, parents, and colleagues its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

The school will take account of any special educational needs when considering whether or not to exclude a learner. The Headteacher will ensure that reasonable steps have been taken by the school to respond to a learner's disability, so the learner is not treated less favourably for reasons related to the disability.

Reasonable steps will include:
- Differentiation in the school's Behaviour Policy
- Developing strategies to prevent the learner's behaviour (PSP's+ Modified Timetable)
- Requesting external multi-agency help with the learner
- Colleague training

Where reasonable adjustments to policies and practices have been made, to accommodate a learner's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified, if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:
- Serious breach of the school's Code of Conduct or policies.
- Risk of harm to the education or welfare of learners or others in the school.
Any exclusion will be at the recommendation of the Headteacher and the discretion of the Governors.

Fixed Term Exclusion
A Fixed Term Exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences.

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:
- Discussion with the learner
- Mentoring (adult support)
- Discussion with carers and parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Mediation
- Counselling
- Internal seclusion / separated from peer group
- Multi-agency support

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

Single Incident
Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly, usually via the Extended Leadership Team, and will consider all evidence to support the allegation, taking account of the school's policies. The learner will be encouraged, and if necessary be supported by familiar colleagues or carers and parents, to give his or her version of events. A member of the Extended Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment. If necessary, the Headteacher will consult a Governor, but not a Governor who may have a role in reviewing the Headteacher's decision.

Permanent Exclusion
A permanent exclusion is a very serious decision and the Headteacher will consult with the Chair of Governors before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:
- Serious actual or threatened violence against another learner or a colleague.
- Possession or use of an illegal drug on the school premises.
- Carrying an offensive weapon.
- Persistent bullying.
- Racial harassment.
- Persistent disruptive behaviour.
- Persistent aggressive behaviour towards colleagues and learners with potential to cause serious harm.

The decision to exclude
If the Headteacher decides to exclude a learner, he or she will:
- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the learner if applicable.
- Contact the carers and parents, explain the decision and ask that the learner be collected.
- Send a letter to the carers and parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the learner's return.
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Plan how to address the learner's needs on his or her return.
- Plan a meeting with carers and parents and the learner on his or her return.

An exclusion will not be enforced if doing so may put the safety of the learner and others at risk, unless the risk to keep them onsite is greater.

Behaviour outside School
Learners' behaviour outside school-on-school trips and sporting events is subject to the school's Behaviour Policy. Unsafe behaviour in such circumstances will be dealt with as if it had taken place in school.

Marking Attendance Registers following Exclusion
When a learner is excluded temporarily, he or she will be marked as absent using Code E.

Removal from the School for Other Reasons
The Headteacher may send a learner home, after consultation with the carers and parents and a health professional as appropriate, if the learner poses an immediate and serious risk to the health and safety of other learners and colleagues, for example, because of a diagnosed illness such as a notifiable disease. This will not be classed as an exclusion and should be for the shortest possible time.

Procedure for Appeal
If carers and parents wish to appeal against the decision to exclude, the matter will be referred to the Governing Body. Two Governors, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable possible and normally within five days.

Records relating to the decision to exclude, and the carers and parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances, however, will the school or its colleagues be required to divulge to carers and parents or others any confidential information on or the identities of learners or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation.

The carers and parents may be accompanied to the hearing by one other person. This may be a relative, teacher, friend or Parent Support Advisor. Legal representation will not normally be appropriate. If possible, the Governors will resolve the carers and parents' complaint without the need for further investigation. Where further investigation is required, Governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the Governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing.

Carers and parents will be informed in writing of the Governors' decision and the reasons for it. Their decision will be final. The Governors' findings and any recommendations will be sent in writing to the carers and parents, Headteacher and Governing Body.

Carers and parents are entitled to appeal against a Governing Body's decision if it has upheld the Headteacher's decision to **permanently exclude** their young person; even if they did not make a case to, or attend, the Governors' meeting.