Behaviour and Culture Policy

(including Anti-bullying Policy)

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Contents

Behaviour and Culture at Telford Langley School 4
Introduction 5
Telford Langley School Vision 6
Culture Before Consequences 6
Our One School Rule: Respect 7
High Expectations and High Regard 7
Leadership and Management 7
Staff Induction, Development and Support 8
Pupil Transition and Induction 8
Promoting Positive Behaviour 8
Behaviour and Safeguarding 9
Consistency Through Routines 9
Rewards and Recognition 9
Resolving Minor Peer Conflict 10
Responding to Behaviour that Falls Below Expectations 10
Escalated Sanctions 11
Removal from classrooms 12
Pastoral Bases 12
Bullying 13
Child-on-Child Abuse 13
Off-site Behaviour 13
Searching and Confiscation of Banned or Prohibited Items 14
Mobile Phones and Personal Devices 15
Inclusion and Additional Needs 15
Physical Intervention and Reasonable Force 16
Higher level behaviour interventions 16
Pupil Transfer 17
Pupil Voice – You Matter, We Care 17
Partnership with Parents and Carers 18
Monitoring and Review 18
Conclusion 19

Appendix 1 – Rewards and Recognition System 20
THRIVE 21
THRIVE Values 21
Weekly Recognition - In It To Win It 22
Communication 22
Staff Expectations 22
Appendix 2 – Behaviour Management System – Consequence System 23
Detentions 25
Appendix 3 – Strategies to promote positive behaviour 26
Appendix 4 – Anti-bullying Policy 27

Behaviour and Culture at Telford Langley School

Telford Langley School approach to behaviour and culture is founded on the principle of high expectations and high regard, applied in equal measure.

Our schools are proud to set high standards for behaviour, with the expectation that:

- interactions are respectful at all times and in all places;
- bullying, discrimination, harassment and violence are never tolerated;
- high-quality teaching and learning are the norm, given their fundamental link to positive behaviour.

We believe that school culture is the foundation of successful pupil behaviour. We define school culture as:

The shared values, relationships and behaviours of pupils, staff and families. It is the way the school feels, because of the way everyone behaves.

We believe that every child should feel safe and valued, confident that they belong within their school community.

Our non-negotiable shared values

- Every pupil has the right to learn;
- Every teacher has the right to teach without disruption;
- All members of our school and trust community are expected to take responsibility for their actions;
- When behaviour falls short of expectations, we seek to understand the child and support them to make better choices.

What our relationships look like

Strong and trusting relationships between pupils, staff and families create the consistency and positivity needed for children to thrive. At Telford Langley School we:

- have high expectations of and high regard for every member of our community;
- respect each other by noticing, understanding and valuing our similarities and differences;
- ensure every child is recognised, respected and treated with dignity and care;
- follow trauma-informed, inclusive approaches, recognising individual needs;
- commit to ensuring excellence in our behaviours and attitudes.

Expectations

At Telford Langley School, we:

- promote and celebrate good behaviour through recognition and rewards;
- use restorative approaches, including restorative conversations, wherever appropriate;
- work collaboratively to repair relationships, rebuild trust and move forward positively;

- prioritise inclusion by recognising that behaviour is often influenced by educational needs, disabilities, vulnerabilities and physical or mental health. Wherever possible, we adapt our approaches to meet individual needs, ensuring all pupils are in the best position to succeed.

Through high expectations and high regard for one another, we build strong relationships and a shared sense of responsibility, creating the conditions for every child to flourish.

Introduction

At Telford Langley School, we are proud to be part of Community Academies Trust (CAT). Our approach to behaviour and culture is rooted in the trust's commitment to ensuring excellence and is founded upon the principle of *High Expectations and High Regard*, applied in equal measure.

We believe that every child has the right to learn in a safe, supportive and purposeful environment and that every member of staff has the right to teach without disruption. We are committed to creating a school culture in which pupils feel valued, respected and included and where positive behaviour is understood as an essential foundation for both academic success and personal development.

Behaviour is not viewed simply as a set of rules to be followed. Rather, it reflects the shared values, relationships and attitudes that define our school community. Positive behaviour flourishes through clear expectations, consistent routines and strong relationships and when children know that they are valued, noticed and feel a genuine sense of belonging. We recognise that children are more likely to engage positively when they feel connected to other children, trusted by adults and proud to be part of the school community. Through consistency, high expectations and high regard, we create the conditions in which every child can thrive.

This policy is grounded in the following principles:

- Behaviour is taught, not assumed;
- Routines are consistently applied;
- Relationships matter;
- Adult consistency is crucial;
- Culture drives behaviour;
- Children need to feel that they belong.

This policy aligns with statutory duties and should be read alongside the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Attendance Policy, SEND Policy, Equality Information and Objectives, Physical Intervention and Positive Handling Policy and other relevant trust policies and procedures.

This policy reflects current statutory guidance and has been developed in line with *Department for Education* guidance including:

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)
- Equality Act 2010 - (legislation.gov.uk)
- Keeping Children Safe in Education

- Use of reasonable force in schools (gov.uk)
- Supporting pupils at school with medical conditions (publishing.service.gov.uk)
- SEND Code of Practice - January 2015.pdf (publishing.service.gov.uk)
- Searching, Screening and Confiscation (publishing.service.gov.uk)
- Suspension and permanent exclusion guidance (publishing.service.gov.uk)
- Mobile Phones in Schools Guidance (gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (gov.uk)

Telford Langley School Vision

Telford Langley School is committed to ensuring that our school community is a place where every child feels safe, valued and able to achieve their full potential. Our shared approach to behaviour and culture is founded on the principle of High Expectations and High Regard, applied in equal measure.

At Telford Langley School, we believe that positive behaviour is built through strong relationships, clear routines, consistent expectations and shared responsibility. Every pupil has the right to learn, every teacher has the right to teach without disruption and every member of the school community is expected to act with respect, kindness and integrity.

When behaviour falls below expectations, we respond consistently, fairly and proportionately. We seek to understand the reasons behind behaviour while maintaining high expectations and supporting pupils to make better choices, repair relationships and contribute positively to the school community.

Our CAT Behaviour Expert Group, comprising behaviour leaders from across the Trust, work collaboratively to review and refine our shared approach to behaviour and culture. This provides a common foundation that enables Telford Langley school to shape and sustain a positive behaviour culture that reflects its own context while remaining true to our shared Trust values.

Culture Before Consequences

At Telford Langley School we prioritise culture before consequences. Whilst sanctions play an important role in maintaining standards, protecting learning and ensuring safety, they are most effective when embedded within strong relationships, clear routines, high-quality teaching, consistently high expectations and a shared commitment to respect.

We therefore focus on creating an environment where pupils feel safe, valued and included, where success is recognised and where positive behaviour is explicitly taught and modelled.

Our approach seeks to prevent difficulties before they arise by establishing clear expectations, building trusting relationships and developing pupils' understanding of respectful behaviour. When behaviour falls below expectations, we respond with consistency and accountability whilst supporting pupils to reflect, repair and improve.

By prioritising culture, we create the conditions in which positive behaviour becomes the norm and every child can flourish.

Our One School Rule: Respect

At Telford Langley School, we are **READY**, **RESPECTFUL** and **SAFE.**

These word underpins our expectations, routines and relationships. It provides a clear and consistent framework for behaviour across the school. By consistently modelling and teaching respectful conduct, we help pupils develop the habits and character that enable them to succeed both in school and beyond.

Respect means treating others with kindness and consideration, valuing learning, caring for our environment, listening to different viewpoints and recognising that every member of our community has equal worth and dignity. It also means taking responsibility for our own actions and understanding the impact they may have on others.

By focusing on these clear rules, we create a shared language that can be understood and applied by all members of our school community, regardless of age or background.

High Expectations and High Regard

Our approach balances challenge and support.

We have high expectations because we believe all children are capable of success. We teach pupils the behaviours, attitudes and habits that enable them to learn effectively, develop positive relationships and contribute successfully to society. Expectations are taught explicitly, reinforced consistently and applied fairly.

Alongside these expectations, we demonstrate high regard for every child. We recognise that each pupil arrives at school with their own experiences, strengths and challenges. Every child will be treated with dignity, kindness and respect, regardless of circumstance. Adults will seek to understand the factors influencing behaviour, whilst maintaining clear expectations and supporting pupils to make positive choices. We believe that children are most likely to succeed when they experience both challenge and support, accountability and care.

Staff will work together and where necessary with external agencies, to help children develop responsibility, resilience and self-belief. When difficulties arise, we maintain our expectations whilst providing the support necessary to help pupils meet them successfully.

Leadership and Management

Creating and maintaining a positive behaviour culture is the responsibility of all members of the school community. School leaders ensure that expectations are clear, consistently applied and regularly reviewed. Leaders with responsibility for behaviour will regularly review behaviour data, monitor trends, evaluate the effectiveness of systems and provide appropriate support and challenge where required.

Governors and trustees provide strategic oversight and challenge, receiving updates on behaviour, attendance and safeguarding at least termly. They ensure statutory responsibilities are fulfilled and support leaders in maintaining a safe, inclusive and orderly environment in which pupils can learn.

All staff are responsible for modelling expected behaviours and implementing this policy consistently.

Staff Induction, Development and Support

The school recognises that consistency is essential to maintaining a positive behaviour culture. All new staff, including temporary staff and volunteers receive appropriate induction into the school's behaviour expectations, routines and systems.

In addition, all staff receive regular training and professional development relating to behaviour, inclusion, safeguarding and pupil wellbeing. This may include training on de-escalation, trauma-informed approaches, restorative practice, special educational needs and disabilities, attendance, safeguarding and physical intervention and restraint.

School leaders will provide ongoing support and guidance to ensure that staff feel confident in promoting positive behaviour and responding appropriately when behaviour falls below expectations.

Pupil Transition and Induction

Successful transitions are important in helping pupils feel safe, secure and ready to learn. The school provides appropriate support when pupils join the school, move between year groups or return following a period of absence, suspension or alternative provision.

Behaviour expectations, routines and the school rule of ‘Respect’ are explicitly taught and revisited during transition and induction activities. Where necessary, personalised support will be provided to help pupils successfully reintegrate into school life and re-establish positive learning behaviours.

Promoting Positive Behaviour

We believe that behaviour, like any other area of learning, must be explicitly taught, practised and reinforced over time. We do not assume that children arrive knowing how to behave in every situation. Through modelling, coaching, routines, repetition and positive reinforcement, we teach the behaviours, habits and attitudes that enable children to succeed.

Alongside learning through PSHE, assemblies and everyday school life, our behaviour curriculum provides pupils with:

- A clear understanding of our school rules, values and expectations;
- An appreciation of fundamental British values and how they are demonstrated in practice;
- Examples of positive, respectful, safe and responsible behaviour and clarity about behaviours that are unacceptable;
- An understanding of the rewards used to recognise positive conduct and the sanctions that may be applied when expectations are not met.

Positive behaviour, including regular attendance, punctuality, readiness to learn and active participation in school life is recognised and celebrated. Pupils are expected to complete work and learning tasks assigned to them and to take responsibility for their learning.

Staff provide clear routines, consistent boundaries and predictable responses. Expectations are explicitly taught at the start of each academic year, revisited following school holidays and regularly reinforced. New pupils receive support to understand the school’s routines and expectations.

Through daily interactions, learning opportunities and wider enrichment activities, pupils develop respect, responsibility, kindness, self-regulation and inclusion. Adults model these behaviours consistently and recognise positive choices.

We believe that children are most likely to thrive when positive behaviour receives greater attention than poor behaviour; praise, encouragement and recognition are therefore central to our behaviour culture.

Appendix 1 details our school-specific rewards and recognition approach, THRIVE.

Appendix 3 outlines some of the strategies staff use to promote positive behaviour and support pupils to meet expectations.

Behaviour and Safeguarding

At Telford Langley School we recognise that behaviour may be a form of communication and may indicate unmet safeguarding, welfare, trauma, mental health, medical, communication or special educational needs and disabilities. Staff will seek to understand the context and possible underlying causes of behaviour while maintaining clear, consistent and proportionate expectations.

Behaviour incidents will be considered through both a behaviour and safeguarding lens. Behaviour incidents are routinely reviewed alongside attendance, safeguarding, SEND and pastoral information to identify emerging vulnerability and risk. Particular attention will be given to patterns, changes or incidents that may indicate child-on-child abuse, exploitation, county lines involvement, serious violence, coercion, online harm or risks within a pupil's peer group, family, neighbourhood or wider community.

Where behaviour raises a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report the concern promptly to the Designated Safeguarding Lead or a deputy. The DSL will consider whether safeguarding recording, further assessment, early help, a risk assessment, support for affected pupils, information sharing, referral to children's social care or another agency, or a multi-agency response is required.

Safeguarding action, support and proportionate disciplinary action may be taken alongside one another. The school will consider the needs and safety of all children involved, including whether a child whose behaviour has caused harm may themselves be experiencing abuse, exploitation, coercion, trauma or other unmet need.

Consistency Through Routines

Clear routines reduce anxiety, maximise learning and support a calm environment. Staff explicitly teach and consistently reinforce routines for learning, movement around school, transitions, assemblies, lunchtimes and social times. Consistency across adults ensures pupils understand expectations and experience predictable responses.

Rewards and Recognition

Recognition plays a vital role in reinforcing positive behaviour and strengthening our school culture.

We seek to celebrate pupils who consistently demonstrate respect, effort, resilience, responsibility, kindness and a commitment to excellence. Recognition helps pupils understand that positive choices are valued; it contributes to a culture where success is shared and celebrated.

Positive behaviour may be recognised through verbal praise, positive feedback, communication with home, celebration in assemblies, certificates, awards or other forms of acknowledgement.

The Telford Langley School's THRIVE rewards system can be found in Appendix 1.

The Telford Langley School's reward system includes:

- THRIVE points
- Star of the Week recognition
- Headteacher awards
- Celebration assemblies
- Reward events
- Special responsibilities and leadership opportunities
- Praise postcard
- Phone calls home
- Certificates
- Badges

Whilst rewards are important, our aim is to develop intrinsic motivation so that pupils choose to behave positively because it is the right thing to do and because they understand their role within the community.

Resolving Minor Peer Conflict

We recognise that disagreements and friendship difficulties are a normal part of childhood. Learning how to manage disagreements respectfully is an important part of children's social development.

At Telford Langley School, pupils are encouraged to communicate respectfully, clearly and assertively when they are upset by the actions or words of another child. Pupil's are encouraged to report any incidents to their trusted adult or pastoral team.

If the behaviour is unresolved or if a child feels unsafe or worried, they should seek support from a member of staff immediately. Staff will always take concerns seriously and provide appropriate support.

This approach supports pupils in developing confidence, communication skills and healthy relationships while ensuring that adults remain available to intervene whenever necessary.

Responding to Behaviour that Falls Below Expectations

When behaviour falls below expectations, staff will respond calmly, consistently and proportionately, challenging behaviour while protecting dignity. We avoid public humiliation, sarcasm or confrontation and seek to maintain positive relationships even when addressing behaviour that falls below expectations.

The purpose of any response is to maintain safety, protect learning and support pupils in making better choices in the future. Wherever possible, staff will use restorative approaches to help pupils reflect on their actions, understand the impact on others and repair any harm caused. Restorative approaches do not replace sanctions; rather, they help pupils understand the impact of their actions, repair relationships and reintegrate successfully into the school community.

Accountability and restoration work together. Behaviour incidents are viewed as opportunities for learning and growth rather than simply occasions for punishment. Where additional support is necessary to address behaviour, this is identified and put into place rapidly, to avoid escalation.

Restorative approaches and responses may include reminders of expectations, restorative conversations, reflection opportunities, the completion of missed learning, repairing damage, temporary loss of privileges, making amends or communication with parents and carers. Behaviour that targets an individual's protected characteristics, including race, religion, disability, sex, sexual orientation or gender reassignment, is taken particularly seriously and will be addressed promptly and robustly. In cases of serious or persistent misconduct, further sanctions may be applied in accordance with statutory guidance, including suspension or permanent exclusion where appropriate.

We believe that every pupil is capable of meeting our expectations and will receive the support needed to do so. Where behaviour falls below those expectations, staff will respond consistently. Pupils should experience predictable responses that are fair, proportionate and focused on supporting long-term improvement. Staff will apply agreed routines, expectations and responses, whilst exercising professional judgement to meet individual needs. Consistency does not mean treating every child identically; it means ensuring a fair, predictable and reliable response for every pupil so that they understand the link between their choices and the outcomes that follow.

Sanctions are a normal part of school life and help pupils understand responsibility, protect the rights of others and maintain a calm, safe learning environment. Support and sanctions are not alternatives; they work together to help pupils learn from mistakes and make better choices.

Escalated Sanctions

Most behaviour concerns can be resolved through positive relationships, clear expectations and restorative practice. However, where behaviour is serious, repeated or significantly disrupts learning or safety, more formal sanctions may be necessary.

Our main priority in addressing any issue is to ensure the safety of pupils and staff and to rapidly restore a calm environment. In order to do so, escalated responses may include increased adult support, involvement of senior leaders, structured individual behaviour plans, parental meetings, temporary loss of privileges, internal sanctions or other appropriate interventions.

All responses to concerning behaviour are intended to achieve one or more of the following outcomes:

- To prevent recurrence by discouraging pupils from engaging in unacceptable behaviour;
- To maintain the safety and ensure the wellbeing of all pupils and staff in the school;

- To help pupils understand the impact of their behaviour so that they can moderate their conduct to meet the school's behaviour expectations moving forward.

At The Telford Langley School, the behaviour system starts with a strong universal approach focused on creating a calm, predictable and positive learning environment. Staff explicitly teach behaviour routines, use consistent language, maintain visible leadership presence, apply restorative practices and recognise positive behaviour through rewards, praise, postcards and positive phone calls home.

To manage behaviour consistently the school uses a stepped approach that supports pupils in recognising and correcting low – level misbehaviours. If behaviour falls below expectations, staff give clear warnings and opportunities to improve. As behaviour persists, pupils move through a series of consequences, with increasing support at each level.

This system is designed to help pupils reflect, take responsibility for their actions and make better choices. For more serious or persistent behaviours, additional measures are taken in line with the school's Consequence System (see Appendix 2.)

Some pupils with additional needs may follow an Individual Behaviour Plan or Pupil Passport that is tailored to their specific circumstances. These plans provide consistent support strategies that may differ from the standard consequence system.

For the most serious incidents, including serious violence, significant bullying, discriminatory behaviour, sexual harassment, sexual violence or persistent breaches of school expectations, suspension, off-site direction or permanent exclusion may be considered. Any such decisions will be made in accordance with statutory guidance and with careful consideration of individual circumstances.

Removal from classrooms

Removal may be used where behaviour significantly disrupts learning or affects safety. It should be distinguished from the use of wider inclusion spaces, accessed for non-disciplinary reasons such as sensory rooms and nurture spaces.

Removal is a short-term measure intended to allow a pupil time to regulate, reflect and refocus. During this time, pupils will continue their education in a suitable, supervised environment.

The length of any removal will be proportionate to the circumstances and no longer than necessary. Pupils will be supported to reintegrate successfully into the classroom through restorative conversations, reflection and a clear understanding of expectations.

The Headteacher maintains oversight of the school's use of removal to ensure it is applied fairly, consistently and in accordance with this policy. The school will record and monitor the use of removal to evaluate its effectiveness, identify patterns and inform any additional support or intervention that may be required.

Pastoral Bases

Pastoral bases support a therapeutic approach to behaviour management in line with the Behaviour and Culture Policy. Each house has a designated base where restorative conversations can take place away from the classroom and staff can implement strategies

to improve behaviour, rather than relying solely on sanctions. Pupils are supervised during break and lunchtime and complete work set by departments to remain aligned with their peers. This ensures access to a broad, balanced curriculum tailored to individual learning needs, which may include nurture and early help support.

Bullying

Bullying is behaviour that is intended to hurt someone physically or emotionally and is repeated over time. It often involves an imbalance of power.

Bullying may take many forms, including physical, verbal, emotional, online or discriminatory behaviour. Regardless of its form, bullying is never tolerated within our school community.

We are committed to creating an environment in which pupils feel safe to report concerns and confident that these concerns will be taken seriously. All allegations of bullying will be investigated promptly and addressed appropriately. Support will be provided both to pupils who have experienced bullying and to those whose behaviour has caused harm.

Further information can be found in the school's *Anti-Bullying Policy*.

Child-on-Child Abuse

The school recognises that children can abuse other children and that such behaviour can occur both inside and outside of school, including online.

Child-on-child abuse may include bullying, physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, online abuse, initiation or hazing behaviours, sharing of indecent images and other forms of abuse.

Such behaviour will never be dismissed as banter, part of growing up or harmless behaviour. All concerns will be taken seriously, investigated appropriately and managed in accordance with the school's Child Protection and Safeguarding Policy.

The school is committed to creating a culture in which pupils feel safe to report concerns and know that they will be listened to and supported.

Further information on the school's response to child on child abuse, can be found in the school's *Child on Child Abuse Policy*.

Off-site Behaviour

The school's behaviour expectations apply both on and off site. The school may apply sanctions where behaviour outside school is considered reasonable and proportionate to address and where it affects the safety, wellbeing or education of members of the school community.

This includes behaviour that occurs:

- during school-organised activities or educational visits;
- when travelling to or from school, including on school/public transport;

- while wearing school uniform;
- when a pupil is otherwise identifiable as a member of the school;
- online or through the use of social media;
- where conduct has a negative impact on another pupil, the orderly running of the school or the reputation of the school.

Reports of bullying, including online bullying, and other incidents occurring outside school will be taken seriously, investigated appropriately and responded to in line with this policy. Parents and carers will be informed and involved where appropriate.

Any sanctions applied for off-site behaviour will be lawful, reasonable and proportionate to the circumstances.

Searching and Confiscation of Banned or Prohibited Items

To maintain a safe learning environment, pupils must not bring banned or prohibited items onto the school site.

Banned items include but are not limited to:

- Aerosol or other 'atomising' sprays
- Chewing Gum
- Cigarettes, e-cigarettes, vapes, matches and lighters
- Energy drinks
- Marker pens or indelible markers
- Laser pens
- Mobile phones if seen, heard or used on school premises they will be confiscated. Phones should be switched off and out of sight
- Electronic equipment
- Any device or media that is reasonably suspected of being used to access pornographic images
- Any item brought into the school with the intention of being sold or passed on to other pupils which, in the Headteacher's opinion, will cause disruption or be detrimental to pupils' safety, wellbeing, the learning environment or the running and operating of the school.

This list is not exhaustive, and the school reserves the right to ban other items over time.

In addition to the above list, the DfE gives Headteachers and authorised staff the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items which may also be searched for and confiscated, may include but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images

- Any article that a member of staff reasonably suspects has been, or may be, used to commit an offence, cause personal injury or damage property

Where a search for a banned or prohibited item has been carried out, parents and carers will be informed.

Mobile Phones and Personal Devices

In line with current *Department for Education* guidance, pupils should not use mobile phones during the school day unless specific arrangements have been authorised by the Headteacher in exceptional circumstances.

Where pupils bring mobile phones to school, the school has clear procedures regarding storage and security. Devices should be switched off and inaccessible throughout the school day unless otherwise authorised.

The school reserves the right to search for and confiscate prohibited items in accordance with statutory powers and current DfE guidance. Any misuse of mobile phones, smart technology or online platforms will be addressed through the school's behaviour and safeguarding procedures.

The Telford Langley School's specific arrangements regarding mobile phones are as follows:

Pupils may have a mobile phone as a method of communication outside of school hours, especially travelling to and from school, where not having a mobile phone poses a risk or the perception of a risk.

However, mobile phones, earphones or air pods are not allowed to be visible on school site for all pupils.

Mobile phones must be switched off/silenced and kept in school bags. If a pupil does not have a bag, the mobile phone must be kept in their pocket and not seen. If a student is seen with a mobile phone and/or headphones, the phone and/or headphones will be confiscated, and the pupil will have to collect them from Pupil Services Reception at the end of the school day. If a phone is confiscated on three occasions, it will not be returned to the pupil, and a parent/carer will have to collect the device from reception.

Smartwatches may be used only to tell the time. Using them to send messages, make or receive calls, access social media or play games is not permitted. Any smartwatch used in this way will be confiscated together with the pupil’s mobile phone.

Should any pupil respond inappropriately to a teacher's decision to confiscate headphones, a mobile phone or smart watch, sanctions will follow in line with the school's Behaviour and Culture Policy.

Inclusion and Additional Needs

The Telford Langley School is committed to inclusion and recognises that behaviour can be influenced by additional needs, vulnerabilities or wider circumstances.

We acknowledge that factors such as special educational needs and disabilities, communication difficulties, trauma, adverse childhood experiences, mental health needs,

medical conditions or safeguarding concerns may affect how behaviour is presented. In these circumstances, staff will also work collaboratively with families and external agencies where necessary to identify and implement appropriate support strategies.

Where appropriate, reasonable adjustments will be made to support pupils in meeting expectations successfully. Such adjustments do not remove or lower expectations but ensure that pupils are provided with equitable opportunities to succeed.

The Director of Inclusion, SENCo, Designated Safeguarding Lead, attendance lead and other relevant professionals will work together to coordinate support for pupils whose needs affect behaviour, attendance or wellbeing. Where appropriate, individual support plans, risk assessments or multi-agency approaches may be implemented.

Physical Intervention and Reasonable Force

The school is committed to maintaining a safe environment through positive relationships, effective behaviour management and de-escalation strategies.

On rare occasions, it may be necessary for staff to use reasonable force to prevent injury, serious damage to property, serious disorder or to maintain safety. Any use of reasonable force will always be lawful, proportionate and reasonable in the circumstances.

The school places significant emphasis on prevention, de-escalation and early intervention. Physical intervention is never used as a punishment.

All incidents involving reasonable force will be recorded and managed in accordance with trust expectations and statutory guidance. Further information can be found in the school's *Physical Intervention and Positive Handling Policy*.

Higher level behaviour interventions

Suspension and reintegration

The formal suspension of a pupil is one of the strongest sanctions available and one that will never be used without considerable thought. The school should provide pupils with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, calm and ordered. Suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and to show a pupil that their current behaviour is putting them at risk of permanent exclusion; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of suspension means that it should act as a deterrent to those pupils who do not meet the standards of behaviour expected in school.

A pupil can be suspended from the school for a maximum of 45 days in any one school year. Work will be set for pupils to complete at home during the suspension period.

Parents/carers will be asked to attend a reintegration meeting at the school, usually with the Headteacher or a member of the SLT, on the day the pupil is readmitted following a suspension; this will re-establish behaviour expectations and ensure that the pupil is ready to return to school. The meeting will also provide the opportunity to agree a personalised reintegration plan or review and adapt an existing plan. Depending on the reason for suspension, any harmful behaviour will also be addressed through restorative approaches

focusing on repairing harm and relationships. If the pupil does not display readiness to display appropriate behaviours other strategies to support behaviour will be considered.

Any pupil considered to be at risk of permanent exclusion will be referred to the SLT, who will review support strategies to ensure every possible strategy has been considered to support the pupil to remain in school.

Managed Move

A managed move is a permanent move to another school. A managed move is dependent on another local school accepting the pupil and a place is usually offered as an offsite direction before the pupil is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful. Parent/carer agreement is required for a managed move.

Off Site Direction

Off-site directions may only be used to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site directions should only be used where in-school interventions have been unsuccessful or are deemed inappropriate. Placements are temporary and parents will be notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. The length of time a pupil spends in another mainstream school, or in alternative provision and the reintegration plan must be kept under review. Parent/carer agreement is not required for an off-site direction.

Permanent Exclusion

This is the most severe sanction available to a school; as such it is very rarely used. The decision to exclude a pupil permanently is made by the Headteacher and should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Further information on suspensions and exclusions procedures can be found in *the CAT Suspension and Permanent Exclusion Policy*, available on our website.

Pupil Transfer

To avoid a permanent exclusion parents may be offered the opportunity to transfer their child to another school within Telford and Wrekin. If this is agreed between the school and the parent/carer the student will move onto the new school roll with immediate effect and the permanent exclusion will be withdrawn.

Pupil Voice – You Matter, We Care

At *Community Academies Trust*, we believe that children should play an active role in shaping the culture of their school.

Pupil voice is therefore a central element of our approach to behaviour and wellbeing. Through our *You Matter, We Care* consultation approach, pupils are provided with regular

opportunities to share their views about behaviour, relationships, safety, inclusion and wider school life.

These consultations take place at least termly and provide valuable insight into the lived experiences of pupils across the school. Feedback is carefully reviewed by school and trust leaders and used to inform decision-making, school improvement priorities and future developments.

By listening to pupils and acting upon their views, we demonstrate that every child matters and that their voice can contribute positively to the school and trust community.

Partnership with Parents and Carers

Strong partnerships between home and school are fundamental to positive behaviour and successful outcomes for children.

We are committed to working collaboratively with parents and carers, recognising that children benefit most when expectations are aligned and relationships are constructive.

The school will communicate openly, celebrate successes and seek to address concerns at the earliest opportunity. In return, we ask parents and carers to support school expectations, encourage respectful behaviour and engage positively with the school when concerns arise.

Together, we can provide the consistency and support that children need to thrive.

Monitoring and Review

The implementation and effectiveness of this policy will be monitored by school and trust leaders, governors and trustees.

Behavioural data will be systematically reviewed and analysed on a regular basis, at least once per term, to track incidents such as disruptive behaviour, classroom removals, suspensions, and exclusions. This ongoing analysis aims to identify recurring trends, evaluate impact and ensure fairness of our behavioural strategies, including for pupils with protected characteristics.

Decisions based on this data will guide whether pupils might benefit from additional support, including alternative behavioural approaches, a pastoral review, or consultation with the Inclusion team. If necessary, assessments will be conducted to identify any unmet needs related to Special Educational Needs and Disabilities (SEND).

In addition, attendance and safeguarding information, *You Matter We Care* outcomes and feedback from stakeholders will also be reviewed regularly to ensure that the policy remains effective and equitable.

The policy will be reviewed periodically to ensure continued compliance with statutory requirements, trust expectations and current Department for Education guidance.

Conclusion

At Telford Langley School, behaviour and culture are everyone's responsibility. Through high expectations and high regard, strong relationships, restorative practice and a shared commitment to respect, we create a school where pupils feel safe, valued and able to achieve their very best.

By living our one school rule – **Respect** - and by working together as pupils, staff, families and the wider community, we fulfil our commitment to ensuring excellence and creating the conditions in which every child feels valued, belongs and is able to achieve their full potential.

Appendix 1 – Rewards and Recognition System

Verbal praise

Staff should aim to praise pupils as often as possible; a quick, simple, personal and effective reward, that makes pupils feel valued and that their efforts are acknowledged.

Praise postcards

Staff acknowledge pupil attitudes through postcards that praise their contribution to school life, both in and out of the classroom. We send postcards home to congratulate pupils on their excellent work, attitude and behaviour. Postcards are only sent to pupils who are seen to be deserving of additional praise and recognition.

Celebration Assemblies

Celebration Assemblies are held at the end of each term to promote positive attitudes demonstrated in the areas of attendance, behaviour and effort.

Assemblies

- We use assemblies to celebrate individual and group achievements and positive activities.
- We regularly review pupils' attendance and recognise individuals and classes with the highest attendance.
- Attendance certificates are awarded termly to those pupils with 100% attendance. .

SLT Recognition

Staff can refer pupils to SLT for praise and recognition of achievements. This is an opportunity for young people's hard work, attainment or acts of kindness to be recognised by senior members of staff and for pupils to receive praise for what they have achieved.

Phone Calls Home

Every week staff will make positive phone calls home to parents in order to recognise those pupils who have gone above and beyond in their work or daily school life. These phone calls will also be recorded on the pupil's school record.

Celebration Assemblies

This termly event is an opportunity to praise pupils on their attendance, behaviour, sporting and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage pupils to be proud of their talents and achievements so that we can praise and reward as many of our pupils as possible.

Annual Presentation Evening

Outstanding progress and achievement are recognised at our annual presentation evening, which is our most formal school event of the year. Parents are invited to share in this celebration as pupils receive prizes for a range of successes including their academic and sporting achievements as well as effort, endeavour and progress.

THRIVE

At The Telford Langley School, we believe that what we notice is reinforced, and what we reinforce shapes our culture.

THRIVE celebrates the behaviours, attitudes and values that help pupils succeed in school and beyond, recognising achievement alongside effort, character, kindness, resilience and commitment to our community.

THRIVE aims to:

Build a culture of recognition and encouragement

Strengthen positive relationships between pupils and staff

Celebrate the behaviours we want to see more often

Increase pupil engagement, attendance and participation

Give positive behaviour greater visibility than negative behaviour

Reinforce our school values through everyday interactions and recognition

THRIVE Values

Each reward point must be linked to at least one THRIVE value and contributes to the pupil's overall THRIVE total.

THRIVE points should be awarded consistently, clearly linked to the relevant value, explained to the pupil and recorded promptly on Arbor.

Staff should explain the reason for each award so that expectations remain clear and positive.

THRIVE Value	What This Looks Like
T - Take Care of Yourself and Others	Respect, kindness, empathy, supporting others, making safe choices
H - Have Positive Relationships	Teamwork, cooperation, respect towards staff and peers
R - Respond to Challenges	Resilience, perseverance, determination and effort
I - Identify Your Strengths and the Strengths of Others	Confidence, leadership, encouragement and self-awareness
V - Value Your Future	Attendance, punctuality, ambition, readiness to learn
E - Engage With Your Community	Participation, contribution and representing the school positively

Pupils may also receive reward points for:

Attendance and punctuality

Being ready to learn

Star of the Lesson

Weekly Recognition - In It To Win It

Pupils with no late marks, C4 removals or C5 incidents in the previous week are automatically entered into the weekly 'In It to Win It' prize draw.

Each week, three pupils are chosen at random to receive a £10 One4All voucher. Winners are announced in a weekly video draw and celebrated by staff during Period 5 on Friday.

Long-Term Rewards

Pupils will accumulate reward points throughout the year and receive milestone awards.

Reward Points	Recognition
50	THRIVE Certificate
100	Bronze Certificate and Queue Jump
150	Silver Certificate and Sweet Treat
200	Gold Certificate, Queue Jump and Sweet Treat
250	THRIVE Badge
300	£10 One4All Voucher
500	£20 One4All Voucher and Afternoon Tea with the Headteacher

Communication

Partnership with parents/carers is central to THRIVE. Every Friday, parents/carers of pupils who have earned at least one reward point will receive positive communication recognising their achievements.

Regular positive contact celebrates behaviour beyond the classroom, reinforces expectations and strengthens home-school partnerships.

Staff Expectations

All staff at The Telford Langley School are expected to support THRIVE by:

Actively recognising and rewarding positive behaviour

Prioritising meaningful recognition, not simply compliance

Linking each reward to the relevant THRIVE value

Recording Star of the Lesson

Celebrating weekly winners

Promoting THRIVE in lessons, during tutor time and throughout the school

Appendix 2 – Behaviour Management System – Consequence System

Consequence/Behaviour	Behaviour Management Dialogue/Strategies
Warning – Rule Reminder A warning can be given to an individual or to a group/class.	"Philip, you are talking and distracting other pupils. If you choose to continue talking, that is a C1." State the behaviour, its impact on the pupil and others, and what needs to change. Identify and reinforce proactive, positive behaviour where possible. The pupil's name does not need to be written on the board at this stage.
C1 – First negative behaviour The pupil's name **must** be written on the board at this point.	"Philip, you have continued to talk across the classroom. This is unacceptable because it is preventing others from concentrating on their work. I need you to stop talking across the classroom. You are now on a C1." When issuing a C1, the class teacher must complete a learning check: does the pupil understand the activity, and have resources been adapted to meet the pupil's needs? Acknowledge the poor behaviour, then redirect the pupil using teaching and learning reminders. Reinforce expectations and defuse the situation by praising pupils who are working well.

C2 – Second negative behaviour	"Philip, you have again continued to talk. This is preventing other pupils from working to their potential. I need you to stop talking and continue with the task. You have now moved to a C2." When issuing a C2, teachers will move the pupil to an alternative seat in the classroom to support their learning. After giving the verbal reminder, speak privately to the pupil where possible. Communicating at the pupil's eye level can make the interaction more personal, reduce whole-class attention and help keep the class calm. Additional signals or non-verbal refocusing may also be helpful.
C3 – Third negative behaviour	"Philip, you are on the verge of leaving the lesson because your behaviour is affecting your learning and the learning of others. I need you to focus on your work and stop talking to other pupils." When issuing a C3, the teacher will call for behaviour support. A member of the behaviour team will speak to the pupil away from the class to refocus them before they return to the classroom where possible.
C4 – Fourth negative behaviour	If a pupil continues to disrupt the learning of others, they will be instructed to leave the classroom and attend their pastoral base for the remainder of the lesson. This will be logged immediately on Arbor.

C5- Immediate C5 for: Health and Safety Violence or threatening behaviour towards others Swearing SLT reserve the right to issue a C5 where a pupil's behaviour contravenes the pupils code of conduct outside of lessons.	A phone call will be made by house staff for every child that receives a C5 during the day. Parents can also view the behaviour incident on the Arbor Parent app. The pupils Head of House reserves the right to extend the duration of the pastoral base time if changes in behaviour are not displayed.

C5 Truancy	This is given when a pupil does not attend lessons despite being in school. Staff must ensure lesson-by-lesson registers are accurate and completed promptly, checking whether absent pupils have been absent throughout the day. A C5 may also be issued if a pupil leaves a lesson without permission or is found in an area of the school where they should not be.
Reintegration Meeting	When a pupil returns from suspension, a reintegration meeting is held with the Head of School and/or a member of SLT, relevant pastoral staff, the pupil and their parent or carer. The meeting reviews the pupil's behaviour and explores strategies to support positive change.

Detentions

Most pupils complete their time at school without receiving an after-school detention. However, a C4 REMOVE, C4 LATE or C5 TRUANCY sanction will result in a 30-minute detention after school the following day. Pupils will be supervised and required to complete a reflection activity. All detentions must be completed; if a pupil is absent, the detention will be rearranged. Parents will be notified via the school SMS service and/or the Arbor app. Detentions take place daily and initially last 30 minutes, although additional time may be added if a pupil is disruptive. Failure to attend the initial detention will result in escalation to a 60-minute detention. If this is also missed, the pupil will receive an internal exclusion, including break and lunchtime. Negative behaviour consequences issued for other reasons will result in a 30-minute pastoral detention, held in pastoral bases on Tuesday and Thursday afternoons. Failure to attend a pastoral detention will result in loss of social time (LOST) the following day.

Appendix 3 – Strategies to promote positive behaviour

- Verbal reminders that are anonymous (e.g., 'We are just waiting for three children to….)
- Positive praise for children who are displaying behaviour looked for (e.g., 'Well done X and X. I can see you are……")
- Ensure that a stated course of action is followed up
- Keeping tone of voice low when addressing misbehaviour
- Helping the child to 'save face' in front of others to avoid escalation of poor behaviour
- Drawing positive behaviour to the attention of parents
- Whole class rewards
- Tutor group rewards
- House rewards
- Headteacher awards
- Positive verbal feedback
- Thrive
- Phone calls home
- Praise certificates
- Acknowledgement in Assembly

Appendix 4 - Anti-bullying Policy

Our statement

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of all forms of child-on-child abuse, including bullying, within our school and beyond. We recognise that children are vulnerable to and capable of abusing other children. We take such abuse seriously.

Bullying in any form, by anyone, will not be tolerated in our school. We do not accept any form of behaviour which hurts, threatens or frightens any member of our school community. Everyone has the right to feel safe and happy in school and in the playground. We aim to eradicate bullying without victimising the one who has bullied, through restorative practices alongside clear and fair consequences. Victims will be confident that support will be given, and action will be taken against those who bully.

What is bullying?

Bullying involves an observed or perceived power imbalance. The NSPCC defines bullying as an 'intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.'

Examples of bullying behaviour

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, sexist abuse, exposure to inappropriate films etc.
- Other forms of bullying include that which is racist, faith-based, bullying linked to gender or to a disability or Special Education Need.

Online or cyber-bullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll

- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Bullying can be a group behaviour. It can also involve baiting. To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them. Baiting can be used both on and offline to get 'a rise' out of them. Sometimes baiting is used secretively to spark a reaction so that they get into trouble.

Bullying can have a serious impact on a pupil's social, mental and emotional health. Not only can bullying affect an individual during childhood but it can have a lasting impact on their lives well into adulthood.

This policy should be read alongside the *Child on Child Abuse Policy*, the *Behaviour and Culture Policy*, the *Child Protection and Safeguarding Policy* and *Keeping Children Safe in Education*.

Vulnerable Pupils

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities (SEND), those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying. Children in care who are frequently moved may also be vulnerable. These pupils are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Pupils - If you are being bullied or you know of someone else being bullied – **TELL SOMEONE.**

Do not blame yourself for what has happened.

Remember:

1) Tell your parents an adult you trust.
2) If it is urgent tell the nearest adult.
3) If they do not listen tell someone else. Don't give up. If you don't tell, things could get worse.
4) Walk away from any dangerous situation and get help.

As well as telling, you can help stop bullying by:

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes.
- Not laughing or joining in when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Letting an adult know if you see someone else being bullied.

Signs of bullying

No single sign will indicate for certain that a child is being bullied, but staff and parents should watch out for:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- pupils being afraid to attend school, being mysteriously 'ill' each morning, or skipping school
- a change in how they are doing at school, including a dip in grades or not handing homework in
- asking for, or stealing, money (potentially to give to the bully)
- a change in behaviour, including being nervous, losing confidence, or becoming distressed and withdrawn
- a change in eating or sleeping habits
- bullying others.

Parents - If you think your child is being bullied:

- Calmly talk with your child about his/her experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make contact with school to share what you know even if your child is reluctant that you do so. We can only help if we know there is a problem.
- Do not encourage your child to retaliate as this will only make matters worse.

Dealing with Incidents of Bullying

The school's disciplinary systems can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Where bullying outside school is reported to school staff, it will be investigated and acted upon to ensure the safety and wellbeing of all pupils in our care.

Incidents of bullying will be thoroughly investigated and consideration of the motivations behind the behaviour will be considered, including whether it reveals any concerns for the safety of the perpetrator.

Sanctions will be applied fairly and consistently in line with the school's *Behaviour and Culture Policy*. Those who bully will be dealt with in the way it is felt will best resolve the problem, the emphasis being on effecting a change in their behaviour.

The short and longer term needs of both the child responsible for the bullying and the child who has experienced the bullying must be considered.

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. The schools will respond sensitively where an absence arises because of bullying and will work with pupils, parents and where appropriate external agencies to ensure that interventions and support are put in place to allow for a swift return to education.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be treated as a child protection concern and reported to the school's Designated Safeguarding Lead who will take appropriate action. We will work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Interventions and Support for Pupils Involved in Incidents of Bullying

This could include as appropriate:

- Individual support sessions
- Group sessions
- Proactive reintegration
- Counselling referrals
- Restorative meetings
- Informal check-ins
- Pupil Logbook
- Parental meetings
- Risk assessment
- On-going reviews
- External agency referrals

Prevention of Bullying

We recognise how vital it is to take a proactive approach to bullying. In our school, we do the following:

- Provide staff training so they understand their responsibilities regarding bullying, how to resolve problems and respond to trauma, and where to seek support - including those with SEND and lesbian, gay, bisexual, transgender and queer (LGBTQ+) pupils.
- Make staff aware that low-level incidents and the use of offensive language can have a significant impact on its target and that if they are left unchallenged, or dismissed as banter or horseplay, can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.
- Highlight that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up.' 'It was only a game` or `We were only joking` will not be accepted as explanations of what happened. We expect all staff to challenge pupils so that incidents are dealt with quickly, effectively and consistently.
- Promote a culture that values respect through messaging to pupils and staff making them aware that bullying is unacceptable and that every member of our school community should be treated with respect.
- Ensure themes such as bullying, social skills and resolving conflict are covered regularly during PSHE sessions.
- Explore bullying within the wider curriculum in Assemblies and use the "Think u Know" campaign which focuses on online bullying and other aspects of online safety.
- Highlight that bullying, like all child on child abuse, is a whole school issue and that every member of the school – pupils and staff - is responsible for preventing bullying.
- Ensure that all reports of bullying are taken seriously and that all pupils, parents and carers are listened to.

- Ensure that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Ensure that staff understand that emotional bullying can be as damaging or even more damaging than physical bullying.
- Openly talk about and teach the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. This includes children with different family situations, such as looked after children or those with caring responsibilities.
- Teach pupils that using any prejudice-based language is unacceptable.
- Involve pupils so that they understand the part they can play in preventing bullying.
- Encourage pupils to report incidents of bullying or other unacceptable behaviour.
- Support pupils to feel safe in the knowledge that no more bullying will occur as any repetition would be dealt with much more seriously.
- Proactively gather intelligence about issues between pupils which might provoke conflict and work with pupils to ensure that situations do not escalate.
- Involve parents to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Perform an annual survey into bullying to monitor the success of this policy, followed by amendments as necessary.

Recording Incidents of Bullying and Follow-up

A central record will be kept of all reports of bullying, including online bullying and that which is homophobic, racist, misogynistic transphobic and misandrist, giving details of the problem and the outcomes for future reference.

All data will be regularly monitored and analysed to identify trends, the findings of which will then be used to develop and enhance the school's proactive and reactive responses to bullying.

All young people involved in incidents of bullying will be supported as required. There will be multiple check-ins with the pupils and close communication with parents so that all feel safe and supported.

Further Support

Anti-bullying Alliance https://anti-bullyingalliance.org.uk
https://www.bullying.co.uk/
www.coramlifeeducation.org.uk/bcyberwise/spot-bullying
Childline advice https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/
NCPCC support and advice https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/
Kidscape https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/
National Bullying Helpline https://www.nationalbullyinghelpline.co.uk
Think You Know https://www.thinkuknow.org.au
Respect Me https://respectme.org.uk/adults/online-bullying/
Kids Health https://kidshealth.org/en/teens/cyberbullying.html
http://www.need2know.co.uk/beatbullying
http://www.diana-award.org.uk/