

Anti-Bullying Policy

This policy is based on DfE guidance [“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, July 2017](#) and it is recommended that schools read this guidance.

1) Objectives of this Policy

We believe that safeguarding is everyone’s responsibility – this includes the prevention of bullying and, where this has occurred, tackling bullying.

This policy outlines what Clover Leys Spencer Academy will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children will be tolerated. We work actively with parents/carers and other settings actively to promote a shared approach to children’s safety and well-being.

2) Our School Community

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints
- Parents/ carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Spencer Academies Trust and other relevant organisations when appropriate.

3) Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017)

In other words, bullying at Clover Leys is considered to be unacceptable behaviour which occurs ‘several times, on purpose’.

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 inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace.



4) Forms of Bullying

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic and biphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology –“cyberbullying”

5) Preventing, Identifying and Responding to Bullying

5.1) The 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
- Use a variety of methods to support children in preventing and understanding the consequences of bullying through our EVOLVE curriculum which has the core values of respecting each other
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Invite representatives from all aspects of the school community to share any issues and concerns at regular anti-bullying interest group meetings
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience
- A clear approach for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues, via CPOMS, so as to effectively develop strategies to prevent bullying from occurring
- Actively create “safe spaces” for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Work with other agencies and the wider school community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive school ethos.

5.2) Advice to parents/carers



As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher
- In cases of serious bullying, the incidents will be recorded by staff and the Principal notified
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, the police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

6) Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded on CPOMS and therefore shared with the head teacher and/or designated lead
- The Principal / designated lead will interview all concerned and will record the incident on CPOMS
- If necessary the teacher or Principal will record inappropriate behaviour on a behaviour plan [see behaviour policy]
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted.

APPENDIX 2 – Behaviour Plan



Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff 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
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Providing peer support from anti-bullying 'buddies'
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school positive behaviour policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions or speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or Principal
- Being advised 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 outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action



7) Involvement of Pupils

We will:

- Regularly canvas children's views on the extent and nature of bullying using Pupil Voice
- Ensure that all pupils know how to express worries and anxieties about bullying
- Make child-friendly anti-bullying policies available to all children in leaflet form and on the school website
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Share risk assessments with staff to help to recognise when bullying may occur and strategies they can use to minimise risk of bullying
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

APPENDIX 3 – Risk Assessments

APPENDIX 4 – Child Friendly Anti-Bullying Message

8) Liaison with Parents/Carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

APPENDIX 1 – Specialist Organisations

9) Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006
- DfE (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010
- Power to tackle poor Behaviour Outside School



10) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Principal, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is:

The named member of staff with lead responsibility for this policy is: **Rebecca Chapman**

11) Monitoring & Review, Policy into Practice

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on:

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. 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.

Signed _____ Chair of Governors _____ Date _____

Signed _____ Headteacher _____ Date _____



Links

Behaviour Policy

Physical Intervention

British Values

SEND

Safeguarding

Equality and Diversity

APPENDIX 1 - Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.



[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.



[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.



Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.



Appendix 2

Behaviour Plan

PUPIL NAME:	CLASS:	YEAR GROUP:
Date of birth:	Medical conditions/needs:	
Date plan starts:	Staff working with the pupil:	
Date of next review:		
Challenging behavior: What does it look like? What triggers it?	Targets: What are we working towards? How do we get there?	
Strategies for positive behavior: How do we maintain positive behavior? <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 	Early warning signs: How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment) 	
Reactive strategies: How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident: How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?	
Likes	Dislikes	
Skills and Talents	Achievements	



PUPIL NAME:	CLASS:	YEAR GROUP:

Agreement: Parent name	Staff name
Parent signature	Staff signature
Date	Date

Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

IBP evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

Is the behavior Panel at Derbyshire County Council aware of this situation?

What strategies have been implemented following on from any referrals to outside agencies?





Appendix 3 Risk Assessment Template

GENERAL INFORMATION	
PUPIL'S NAME	
ADDITIONAL INFORMATION e.g SEND, PP, EAL, medical conditions etc	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF ASSESSMENT	
REVIEW DATE	



Verbal aggression

E.g. regular angry outbursts or shouting, swearing or being very argumentative.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	<p>For example:</p> <ul style="list-style-type: none">Causes distress and/or anxiety in pupils and/or staffCould turn into physical aggression
Who is affected by the risk?	<p>For example:</p> <ul style="list-style-type: none">Other pupilsStaffWider school community

ASSESSMENT OF RISK

In which situations does the risk usually occur?	<p>Describe any triggers that you know of, e.g.:</p> <ul style="list-style-type: none">Being asked to do something by a member of staffBeing told 'no'Working with a particular pupil/group of pupils
How likely is the risk to arise?	<p>Consider any past incidents to help with this. For example, if the pupil has exhibited verbal aggression on many occasions when being asked to do something by a member of staff, presume that the risk is likely to arise.</p>
If the risk arises, who is likely to be injured or hurt?	<p>For example, if verbal aggression has the potential to turn into physical aggression, it could be:</p> <ul style="list-style-type: none">Pupils in close proximityThe class teacherStaff on lunchtime supervision duties
What kinds of injuries or harm are likely to occur?	<p>For example:</p> <ul style="list-style-type: none">Physical injuries, such as bruises or cuts, if the verbal aggression turns into physical aggressionNon-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	<ul style="list-style-type: none">Would those affected require medical attention or counselling?How long-lasting would the impact be?



RISK REDUCTION

TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
<p>Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour</p>	<p>For example:</p> <ul style="list-style-type: none"> Being aware of the triggers Setting clear boundaries for what is acceptable and what isn't 	<p>For example:</p> <ul style="list-style-type: none"> The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk The measure is set out in the pupil's behaviour plan 	<p>For example:</p> <ul style="list-style-type: none"> The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers The pupil does not respond well to the boundaries set
<p>Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place</p>	<p>For example:</p> <ul style="list-style-type: none"> Time out for the pupil in a safe, calm area Moving the pupil to a quiet area in the classroom 	<p>For example:</p> <ul style="list-style-type: none"> The change of scenery may help the pupil calm down There's no need for the pupil to leave the classroom and they can rejoin the lesson when they have calmed down 	<p>For example:</p> <ul style="list-style-type: none"> If the time out area is outside of the classroom, there would need to be a member of staff to supervise It may be difficult to find space for a quiet area in the classroom
<p>Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour</p>	<p>For example:</p> <ul style="list-style-type: none"> Removing the pupil from class to calm down Withdrawal of attention or the use of a distractor 	<p>For example:</p> <ul style="list-style-type: none"> Prevents other pupils from being in close proximity Can be an effective way to step in without using reasonable force or physical restraint 	<p>For example:</p> <ul style="list-style-type: none"> Requires a safe space and a member of staff to be with the pupil May not be effective with all pupils

Physical aggression



E.g. frequently hitting, biting or kicking others or hair pulling.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	For example: Causes injury or harm Leads to anxiety in pupils and/or staff
Who is affected by the risk?	For example: Other pupils Members of staff Wider school community

ASSESSMENT OF RISK

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: Being told 'no' Disagreements with another pupil
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example: Anyone triggering the behaviour – e.g. the class teacher who told the pupil 'no' Pupils or staff in close proximity The pupil themselves
What kinds of injuries or harm are likely to occur?	For example: Physical injuries, such as cuts, bruises or concussion Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?



RISK REDUCTION

TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<p>For example:</p> <ul style="list-style-type: none">Being aware of triggersSetting clear boundaries for what is acceptable and what isn't	<p>For example:</p> <ul style="list-style-type: none">The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the riskThe measure is set out in the pupil's behaviour plan	<p>For example:</p> <ul style="list-style-type: none">The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggersThe pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	<p>For example:</p> <ul style="list-style-type: none">Removing the pupil from class to calm down	<p>For example:</p> <ul style="list-style-type: none">Prevents other pupils from being in close proximity	<p>For example:</p> <ul style="list-style-type: none">May require the use of reasonable force which poses a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	<p>For example:</p> <ul style="list-style-type: none">Reasonable force or physical restraint where necessary	<p>For example:</p> <ul style="list-style-type: none">May be the only option to step in and keep other pupils and/or staff safe	<p>For example:</p> <ul style="list-style-type: none">Poses a risk to the pupil or member of staff



Destructiveness

E.g. deliberately damaging school property or the property of pupils and/or staff.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	<p>For example:</p> <ul style="list-style-type: none">High-value property (e.g. IT equipment) is damagedCauses distress for pupils and/or staffCauses harm or injury to pupils and/or staff in close proximityPupil may injure or harm themselves (e.g. if they smash a window they may injure themselves)
Who is affected by the risk?	<p>For example:</p> <ul style="list-style-type: none">Other pupilsThe pupil themselvesStaff membersWider school community - for example, the parents of the pupil whose property has been damaged

ASSESSMENT OF RISK

In which situations does the risk usually occur?	<p>Describe any triggers that you know of, e.g. in retaliation to being told off.</p>
How likely is the risk to arise?	<p>Consider any past incidents to help with this. For example, if the pupil has been destructive on many occasions when being told 'no', presume that the risk is likely to arise.</p>
If the risk arises, who is likely to be injured or hurt?	<p>For example:</p> <ul style="list-style-type: none">Pupils or staff in close proximityThe pupil themselves
What kinds of injuries or harm are likely to occur?	<p>For example:</p> <ul style="list-style-type: none">Physical injuries, such as cuts, bruises or concussionNon-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	<p>Would those affected require medical attention?</p> <p>How long-lasting would the impact be?</p>



RISK REDUCTION

TYPE OF MEASURE	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<p>For example:</p> <ul style="list-style-type: none">Being aware of triggersSetting clear boundaries for what is acceptable and what isn't	<p>For example:</p> <ul style="list-style-type: none">The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the riskThe measure is set out in the pupil's behaviour plan	<p>For example:</p> <ul style="list-style-type: none">The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggersThe pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	<p>For example:</p> <ul style="list-style-type: none">Removing the pupil from class to calm down	<p>For example:</p> <ul style="list-style-type: none">Provides a change of scenery that may help diffuse the pupil's behaviour	<p>For example:</p> <ul style="list-style-type: none">May require the use of reasonable force and pose a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	<p>For example:</p> <ul style="list-style-type: none">Reasonable force or physical restraint where necessary	<p>For example:</p> <ul style="list-style-type: none">May be the only way for a member of staff to step in and prevent injury or harm	<p>For example:</p> <ul style="list-style-type: none">Can put the member of staff stepping in at risk



CLOVER LEYS
SPENCER ACADEMY



Child Version of Anti Bullying Policy

What is bullying?

1. Where a person, or a group of people, repeatedly makes you do something you do not want to do, hurts you or says unkind words to you.
2. Making you feel worthless or small or that you do not have an opinion.

What should I do if I see bullying in school?

1. Tell a grown up as soon as possible. This could be a teacher, dinner lady, volunteer or teaching assistant.
2. It is okay to tell someone who is being unkind to stop! Don't get involved physically, but don't be scared to say, 'This is not ok! STOP!'

What should I do if I am being bullied?

1. Tell a grown up at school or at home immediately.
2. Tell a friend; they might be able to help you.
3. Tell the bully to STOP. 'You are hurting my feelings.' 'Your words are unkind please STOP.'
4. Sometimes bullies do not realise they are being unkind. Tell them they are upsetting you.

Do the right thing
Tell An ADULT

Be the bigger person If you see it tell it!



"People are bullying me, I don't like it, it's awful, Mum can you tell my teacher?"

Tell a parent, teacher or Carer.



They won't stop unless you tell them
Say it Don't think it!