

The De Montfort School

Behaviour Policy (including Anti-bullying)

Version Control

Policy author: Associate Headteacher
Policy approved by: Local Governing Body
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Version	Date	Details
1.0	18 th March 2020	General updates

The 'Behaviour Policy' incorporates the school's anti-bullying policy and operates in conjunction with other policies. For example; 'Behaviour Principles', 'Behaviour for Learning Protocols', 'Drug, Alcohol and Substance Misuse Policy', 'Exclusions Policy', 'E safety policy and student IT AUP', 'Safeguarding Policy' and 'Use of Reasonable Force Policy'.

Parameters

This policy applies to all students of The De Montfort School:

- when at school;
- on the way to or on the way from school;
- while on any school activity;
- wearing the school uniform away from the school premises; and
- who are, in any other way, identifiable as students at The De Montfort School.

It applies to:

- actions within the school;
- actions outside of school which may harm, threaten or bully another student; and
- any action by a student (whether in school or outside of school) which: may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or poses a threat to another student or member of the public. However, we are not in a position to routinely sanction inappropriate behaviour in the community that takes place outside of school hours, for example on a weekend.

We have high expectations of all students and acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN.

Roles and Responsibilities

The Local Governing Body

The Local Governing Body have the responsibility to ensure that there is no differential application of the policy and procedures on any grounds (including those regarding ethnic or national origin, culture, religion, gender, disability or sexuality). They will also ensure that the concerns of students are listened to and appropriately addressed.

The Associate Headteacher

The associate headteacher is responsible for the: implementation and day-to-day management of the policy and procedures; the regularly monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination; and the review and evaluation of any support and sanctions to ensure their effectiveness.

All staff

Staff (including teachers, support staff and volunteers), are responsible for ensuring that this policy and its attendant procedures are followed and that they are consistently and fairly applied. All staff, both teaching and support staff at The De Montfort School, have the responsibility to:

- consistently apply the school rules (see the 'Behaviour for Learning protocols');
- implement procedures to confront poor behaviour and bullying in any form;
- take appropriate action or make a referral (as appropriate) according to the consequence system (see the 'Behaviour for Learning protocols');
- promote the strategies which challenge poor behaviour and bullying; and
- model the values we believe in; 'banter', teasing and other such behaviours have no place at any level within The De Montfort School

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the associate headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the associate headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Students

Students are expected to follow their Code of Conduct (see the 'Behaviour for Learning protocols'), take responsibility for their own behaviour but also to take care of the needs of others. Students are made fully aware of the school policy, procedure and expectations. Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour. Students are expected to report bullying whenever they see it.

Parents/Carers

The most effective form of behaviour management occurs when parents/carers and school staff work in partnership. Parents/carers are encouraged and supported to take responsibility for the behaviour of their son/daughter child. Partnership between parents/carers and the school is promoted in order to assist in maintaining high standards of desired behaviour. Parent/carer contact is actively encouraged in order to raise any issues arising from the operation of this policy. We encourage parents/carers to contact us if they have concerns about behaviour in the school or if they feel that their son/daughter is a victim of bullying.

Principles of the Behaviour Policy

We use behavioural systems which support and reinforce the efforts of individual members of staff to challenge unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

Promoting Positive Behaviour

Promotion of positive behaviour is integral to this policy.

- Staff will use praise and reward for good behaviour;
- Staff will make clear behavioural expectations of all students;
- Students are expected to follow their Code of Conduct (see the 'Behaviour for Learning protocols');

Behaviour expectations are communicated to students through assemblies and tutorial periods on a regular basis and through posters which are displayed in each classroom of the school. In addition, the message that bullying is unacceptable is made clear to students through the school PSHE programme, through theme weeks, on the website and in tutorial periods. Bullying is taken seriously and is dealt with promptly.

School ethos

Bullying in any form is unacceptable. This message is made clear to students in assemblies and in tutorial period. Bullying is taken seriously and is dealt with promptly.

Rewards are an integral means of achieving our aims. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Opportunities to highlight good behaviour by individuals and groups both within school and within the wider community are continually used (for example, assemblies, website, newsletters etc). The school rewards system is used to reward positive behaviour.

Parents/Carers are informed of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents' evening, or informally via a note in the student's planner or through a phone-call).

Bullying

Bullying is the repeated use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying may be:

- **Emotional** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** Pushing, kicking, hitting, punching or any use of violence
- **Racist** Racial taunts, graffiti, gestures
- **Sexual** Unwanted physical contact or sexually abusive comments
- **Sexist** Abuse focusing on a person's gender – including inappropriate gender specific language
- **Homophobic** Abuse focusing on a person's sexuality
- **Verbal** Name-calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet (such as facebook, email & internet chat room) misuse, mobile threats by text

Students are made aware that discriminating, teasing or bullying someone is unacceptable in any circumstance

If a student is subject to bullying, has witnessed bullying or fears that s/he may be guilty of bullying, s/he must **immediately report concerns to a member of staff**

All staff are made aware of the signs of bullying, through their statutory safeguarding training, the main points of which are summarised in appendix A.

Anti-Bullying - Staff responsibilities

All Staff

All staff have the responsibility to:

- model appropriate behaviour in relationship with other staff and with students;
- confront bullying in any form;
- take appropriate action (and refer to the tutor/head of learning/senior leadership team as appropriate); and
- promote the strategies which challenge poor behaviour and bullying.

Year Teams

The Year teams have the primary responsibility of dealing with bullying incidents. In addition to the above, they also have the responsibility to:

- listen to all parties involved in incidents;
- investigate incidents promptly and as fully as possible;
- record the incident in students' files;
- complete the log of bullying incidents, with particular reference to 'form' of bullying (racist, sexist, homophobic etc.);
- share with parents/carers of the victim and bully, incidents of bullying; and
- call upon the support of external agencies/police if and as appropriate.

Senior Leadership Team

In addition to the above, they also have the responsibility to:

- promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate;
- promote the use of interventions which are least intrusive and most effective; and
- monitoring types of bullying and instigating responses, as appropriate

For potential symptoms of bullying, please see appendix A. For the school's actions to combat bullying and resolution of bullying incidents see appendix B.

The Role of the Head of Learning

Heads of year become involved in discipline issues when:

- poor behaviour occurs outside of lesson time (before or after school, break or lunchtime or in lesson 'transition');
- a department has exhausted the strategies available to them (see above);
- the incident represents a bullying incident;
- where there is repeated bad behaviour;
- where there is concern about a student's behaviour in several departments;
- an incident is sufficiently serious to warrant immediate escalation (see the 'Behaviour for Learning protocols'); and
- where parents/carers request an intervention

Except in the case of a serious individual incident or poor behaviour outside of lesson time, before a problem is handed on to the head of year, department staff need to demonstrate that they have used the strategies available to them to punish a transgressor and/or modify his/her behaviour.

Where bullying is suspected, the head of year will:

- listen to all parties involved in incidents;
- investigate incidents promptly and as fully as possible;
- record the incident in students' files;
- complete the log of bullying incidents, with particular reference to 'form' of bullying (racist, sexist, homophobic etc.) and report to the relevant member of the senior leadership team;
- share with parents/carers of the victim and bully, incidents of persistent and/or serious bullying; and
- call upon the support of external agencies/police if and as appropriate.

If appropriate, heads of year will draw up Pastoral Support Plans (PSPs) for individuals, which will include particular targets for them to achieve. Some individual's behaviour may also necessitate the involvement of the SENCo and the formulation of an Individual Education Plan (IEP). In working with individuals, heads of year will seek an appropriate balance between sanctions which make difficult young people aware of the negative consequences of undesirable behaviour, and giving students the help that they need.

Anti-Bullying Action

Bullying will be dealt with quickly and fairly. All students involved will complete statements. The perpetrators will be punished according to the sanctions outlined in the 'Behaviour for Learning protocols' and parents/carers will be informed. Future behaviour will be closely monitored.

Sexual Violence

Students can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this policy, we do so in the context of child on child sexual violence. When referring to sexual violence we are referring to sexual offences as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (this could cross a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexual violence and sexual harassment will be dealt with quickly and fairly. All students involved will complete statements and the perpetrators will be punished according to the sanctions outlined in the ‘Behaviour for Learning protocols’ and parents/carers will be informed. Future behaviour will be closely monitored.

Detention

Under current legislation (Education Act, 2006), teachers have a legal power to put students (aged under 18) in detention.

The De Montfort School reserves the right to place students in detention at break time, at lunch time or after school. Any member of staff can set a detention, including an after school detention (providing they have informed parents/carers, as described below).

Please note, that under current legislation, parental consent is **NOT** required for detentions – including after school detention. In addition, please note that under the 2011 Education Act, we do **NOT** need to inform parents/carers that a student has been placed in after-school detention. However, we will not assert this right, except in the case in which a student may be kept behind for a maximum of 10 minutes. We shall endeavour to always inform parents/carers when an after school detention has been set and especially when we wish to detain a student on the same day.

In addition, we will not issue a detention when:

- the detention is likely to put the student at risk.
- the student has known caring responsibilities which mean that the detention is unreasonable.

Under the legislation, we do not have to consider travel implications; this remains the parent/carer responsibility. However, if keeping a student behind at the end of the day for a maximum of 10 minutes would result in him/her missing the school bus, the detention will not be enforced and alternative punishment will be utilised.

If a student is placed in break or lunch time detention, we will allow reasonable time for the student to eat, drink and use the toilet

Parent/Carer Contact and Support

Parents/carers have an integral role in ensuring good behaviour in school. For this reason, we aim to inform parents/carers about any concerns at an early stage, so that they do not escalate to become more serious. As outlined above, minor infractions will be communicated via the student's planner. More serious infractions will be communicated by phone call or letter.

Parent/carer response is encouraged. If a behavioural issue is of sufficient magnitude, or if lower level behaviour interventions have been ineffective, parents/carers will be invited, where appropriate, to attend meetings, formulate joint interventions and to support us in implementing individual behaviour targets,

Parental/carer concerns are always taken seriously by the head of year and any contact by a parent/carer (whether email or phone call) is acknowledged within 24 hours and actioned as soon as possible. Effective two-way communication is at the heart of effective discipline and parents/carers are encouraged to contact the head of year if they have any concerns regarding behaviour.

The Role of the Senior Leadership Team

Incidents that are sufficiently serious may escalate straight to the relevant member of the senior leadership team. Alternatively, the failure of a student to respond to lower level interventions also results in referral. The relevant member of the senior leadership team has a range of strategies to draw upon. They include:

- meetings with parents/carers;
- recommendation for multi-agency assessment;
- referral to the Isolation Room;
- fixed term exclusion;
- recommendation for managed move; and
- recommendation for permanent exclusion.

For further details, please refer to the 'Exclusions Policy'.

Mental Health and Wellbeing

The De Montfort School fully recognises its responsibilities for students with mental health and wellbeing needs. We want our students to:

- Learn in a calm and purposeful environment, where behaviour is exemplary and routines are established.
- Be mentally and physically fit to equip them for a successful adult life, be independent and ambitious.
- Be confident, happy and feel safe.
- Be friendly, respectful, caring and polite.
- Develop resilience.

We

- have exceptionally high expectations of staff and students.
- are committed to learning and achieving our best.
- value the role of parents/carers.
- welcome people into our community.
- continue to work towards outstanding in all areas.

Intentions (Prevention)

- We aim to provide a calm, warm and purposeful working atmosphere, where students feel safe and cared for.
- We aim to track and monitor students who we believe may be suffering from mental health issues.
- We aim to increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health of young people, in particular with self-harm, eating disorder, anxiety, depression, loss and bereavement.
- We aim to detect and address problems in the earliest stages where they exist in thinking and attitudes to self/image, self-esteem and self-control.
- We recognise that school staff are not necessarily trained to deal with mental health issues but should liaise closely with parents and carers and refer students to outside health agencies and support groups where necessary.
- The school aims to continue to promote positivity around mental well-being, to reduce the stigma associated with Mental Health.

- There is a fine line between appropriate responsiveness and inappropriate intrusiveness into the personal lives of students and families. However, all staff must respond to their responsibility to ensure the well-being and welfare of all students, progress and achievement in school depends on this.
- Early intervention and referral to the appropriate mental health trained professionals is paramount to success. All referrals will be made to Fiona Lovecy, as designated safeguarding lead, who will determine the level of professional support and intervention required.

The process of referral (Identification)

- All staff who are concerned about the mental health and wellbeing of a student should speak with the student's form tutor who has a daily contact with the student to share concerns and record their concerns in CPOMS.
- The form tutor should then notify the HOL, who will support the form tutor in the monitoring and support of the student and possible referrals to, for example, the school counsellor.
- If any member of staff feels that the student is any immediate danger of harm, then the normal child protection procedures should follow.
- If the student has seriously self-harmed then staff should follow the normal procedures for medical emergencies, including alerting reception so that the appropriate first aid can be given and if necessary contacting the emergency services for admission to hospital.
- Staff are encouraged to seek the advice of the DSL or deputy DSLs, who will signpost to the appropriate agency (CAMHS, school nurse)

Supporting students with mental health issues (Early Support/Access to specialist support)

We are able to offer a number of services in school and sign post students to others.

We offer the following services in school:

- PSHE lessons
- Mentoring
- Peer mentors
- School counsellor
- Family Liaison Officer

We can sign post students to the following outside agencies:

- GP
- Child and Mental Health Services (CAMHS)
- Drop in with School nurse
- Social services and safeguarding services at the local authority

Supporting staff who are working with students with mental health issues

The De Montfort School acknowledges that staff who are working closely with distressed students exhibiting mental health problems like self-harm, eating disorders and depression can themselves be placed under emotional strain. Support will be provided to all staff who request it in terms of management supervision with a trained counsellor. The school will provide a range of training in dealing with students with mental health problems. The training will be undertaken during directed time but may also be requested on a voluntary basis.

Searching, Screening and Confiscation

Under the Education and Inspections Act (2006) the associate headteacher and authorised staff have a statutory power to search a student or students or their possessions, without consent, where we have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - *to commit an offence*
 - *to cause personal injury to, or damage to the property of, any person (including the student)*

The associate headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

At The De Montfort School, the rules also extend to:

- New psychoactive substances (NSP) (also called 'legal highs')

- Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites')
- Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the 'Mobile phone, MP3 player and Games Console Policy')
- Chewing gum
- Energy drinks

Any student found to be in breach of any aspect of this policy will have the offending articles confiscated.

In most cases, fireworks, alcohol, tobacco and cigarette papers, mobile phone, MP3 player or Games console will be returned to the parent/carer (only) although depending on the seriousness of the offence, they may be surrendered to the police.

Illegal drugs, stolen items, pornographic images featuring children or any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence to cause personal injury to, or damage to the property of, any person (including the student) will be surrendered to the police.

For regulations regarding searching, screening and confiscation within schools, please refer to the DfE guidance at: <http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-and-confiscation>

Use of Reasonable Force

Reasonable Force will be avoided except in the most exceptional of circumstances. Please refer to the 'Use of Reasonable Force policy'.

Malicious Allegations

Students that are found to have made malicious allegations are likely to have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include temporary or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed, even if he or she was not a student. In September 2010 The Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997. This can be found at: www.homeoffice.gov.uk/about-us/corporate-publications-strategy/home-office-circulars/circulars-2012/018-2012/

Criminal Offences

In cases of serious behaviour infractions and of any criminal activity, The De Montfort School reserves the right to inform the police without first contacting the parent/carer. This may apply to behaviour incidents outside of school time, while travelling to school or during a school-organised event.

Appendix A

Signs and symptoms of bullying

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens some form of self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

If you are concerned that your son/daughter is evidencing some of these symptoms and you suspect the underlying cause may be bullying, please do not hesitate to contact us

Appendix B

Actions to combat bullying

1. Prevention and Education

Any school that says it is completely free from bullying is a potentially dangerous place. Bullying happens in all walks of life and it is schools' responsibility to ensure that they are as safe as can be for all of their community. The following strategies have been put in place to ensure that the correct ethos towards bullying has been established and that students are prepared and can act confidently should bullying occur.

- The school's policy on bullying is known to governors, parents/carers, staff and students. The policy is reviewed and re-issued annually.
- All staff, students and parents know what to do if bullying occurs. A simplified 'code' of actions is issued to students.
- All students are told that bullying is totally unacceptable and are reminded in assemblies and during tutor time. They are also reminded that if they are bullied it is not their fault.
- Students are encouraged to tell, even if they are not personally involved. These messages form part of the PSHE programme and are reinforced in assemblies and on other appropriate occasions.
- All staff are trained in how to deal with bullying or suspicions of bullying. The training forms part of new staff induction.
- The PSHE programme includes opportunities for students to discuss bullying and explore feelings and attitudes.
- Teachers are made aware of potential difficulties between students and take them into consideration in seating plans and general classroom management.
- Staff on duty and lunchtime supervisors regularly patrol all areas of the school site, in order to ensure that there are no areas where bullying might take place.
- The school provides a 'quiet' area which is supervised at lunchtimes so that students can go somewhere that they feel completely safe and may seek advice from older students.
- The induction programme for students is used to support vulnerable students and help them to settle in.
- Transition from other schools to The De Montfort School includes, where appropriate, the communication of parental concerns regarding the vulnerability of individual students.

2. What Parents/Carers should do.

All parents should make themselves familiar with the school's anti-bullying policy when their child joins the school. If a parent/carer believes that their son/daughter is being bullied they should:

- Reassure their son/daughter: It is not their fault and the matter will be dealt with sensitively. The child has done the correct thing in 'telling'.
- Contact their son/daughter's head of learning.

3. What students should do

Students are regularly reminded that the school will not tolerate bullying and that if it occurs they should tell someone immediately, at home or at the school, even if they are not personally being bullied but have seen it with others.

4. What Staff should do

If a student discloses bullying to a member of staff, the member of staff should deal with the matter **immediately**. The child may have worried over their problem for some time and will want it to be dealt with quickly. Bullying is potentially a safeguarding issue and must be regarded as such.

- Staff should take all disclosures seriously even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that students often have a very different perception of what may or may not be serious.
- Staff should be aware that insensitive handling of a bullying incident might result in more not less difficulty for the victim. If staff are unsure how to proceed they should always take advice from Heads of Year.

Different circumstances may require different approaches but usually will include the following:

- Both the victim and the bully/bullies will be interviewed and counselled by an appropriate member of staff. If bullying is determined then contact will be made with both parties parents/carers – by phone call in the first instance.
- The alleged victim will be given a 'safe haven' if required for break times until the matter is resolved and coping strategies for the short term.
- The consequences of further aggression by the bully, if substantiated, will be made clear and the sanctions that the school will enforce will be outlined. The 'bully' will be required to give some undertaking of how he/she will improve the situation.
- Where appropriate, the two parties will meet face to face to discuss the situation and how it may be resolved.
- Both 'victim' and 'bully' will be required to record their view of events in writing.
- The investigating member of staff will make a written record for the form tutor as appropriate and will place a copy of the record within the students' files.

If the problem persists:

Both sets of parents/carers will be invited to attend a meeting in school and a strategy to move forward will be discussed separately. At this point external support or advice may be considered.

Contracts will be drawn up with the students and parents/carers agreeing to the course of action.

If the situation is not resolved:

The matter will become subject to more serious sanctions and, if the problem persists, may lead to exclusion.

At all times, staff dealing with bullying incidents should ensure that:

- Parents/Carers are fully involved and informed of the actions the school has taken.
- Written records are kept of meetings, decisions and actions.
- Students are monitored i.e. by daily reporting during the reconciliation period.
- The 'victim' is never isolated from lessons because of the potential actions of others. If any student needs to be withdrawn because of a potentially threatening situation it will be the aggressor.
- If there is any real and immediate threat to a student's safety, senior staff are informed so that more radical, preventative action can be taken.