

The Kenn and Kenton Federation

Behaviour and Action Against Bullying Policy

Rationale/ Purpose

Historically, the schools have always had good behaviour, and the purpose of this policy is to help ensure that this remains the case for the future and ensure that procedures are in place should they be needed. Maintenance of good behaviour can only be achieved with the cooperation and close involvement of children, staff and parents, together with clearly laid down and understood procedures intended to avert problems rather than respond to them.

We recognise that the engagement of learners in their learning is fundamental to good behaviour. The schools recognise that the most productive learning happens when children are taught learning behaviours required to enable effective learning to take place. It is essential for all members of the schools' communities to recognise that all behaviours are a means of communication of our social and emotional needs. For a variety of reasons all of our children may not be able at times to access effective communication in order to express these needs.

Schools' Aims

All of our aims are relevant to this policy:

- to nurture the mental, physical and spiritual development of each individual child
- to create a happy and secure learning environment where children are encouraged to accept challenges as learners
- to promote close links within the schools' communities and prepare children for world citizenship and the different people they will meet during their life journey
- to help children learn respect and develop a sense of their own worth and responsibility for themselves and others
- to prepare children for the next stage of their education
- to encourage and provide opportunities for children to develop as lifelong learners
- to foster a cohesive team of children, parents, staff and wider community It is important that every member of the schools' communities is equally responsible for promoting high standards of behaviour and that our policy promotes a sensitive approach to behaviour management.

How we hope to achieve these aims Teaching and Learning

A child's social, emotional and behavioural development is like all areas of learning – we plan for the teaching about how to interact successfully with others, how to develop emotional resilience and appropriate ways of displaying our emotions. We also aim to develop an inspiring curriculum as boredom is a sensation which encourages children to make their own entertainment, which is not always appropriate to what is being taught.

The following strategies will be used to support the development of successful interactions with others, emotional resilience and appropriate ways of displaying our emotions.

- The engagement of learners in an engaging curriculum
- The teaching of how to demonstrate each school's (Christian) Values.
- What is acceptable ways of demonstrating our emotions and interacting socially through our behaviour, through our school contract and all children being part of the development of class rules
- A SMSC and SEAL curriculum designed to meet the needs of the school, classes, groups and individuals
- Thrive assessments for classes and individuals and the tailoring of activities to develop social relationships and emotional resilience.

- Engagement of all children in Restorative Justice techniques as a means of addressing social difficulties, through support from adults and children trained as Peer Mediators. Adopted by Teaching & Learning Committee, Spring 16, reviewed Spring 18, next review Spring 20
- The use of Play Leaders/ Active Champions and structured lunchtime activities to support appropriate play activities. REWARDS The use of targeted praise and rewards are the main tool used by staff to draw attention to desired social, emotional and behavioural actions.
- Targeted verbal praise – all adults within the schools use targeted, specific verbal praise, catching children setting a good example to others. Needs of individual children will be noted by staff, as some children prefer achievements to be noted in quieter tones.
- Class systems – whole class reward systems may be in use to develop particular learning behaviours within the classroom. The whole class will benefit from working together towards this goal.
- Ready to Learn chart In Reception Classes weather symbols are used instead of colours to assist children's understanding. Headteacher golden sticker and phone call home (gold zone) For exemplary work and/ or behaviour Star worker (purple zone) Get a house point or extra play or go to play or lunch first or a sticker Ready to learn (green zone) All children start at ready to learn
- Rainbow values chart – individual children's demonstration of the school's values are the focus of the Rainbow values chart. Adults and children are asked to spot children demonstrating the schools' values and place them on the rainbow chart. These are read out once a week in assembly.
- Individual reward systems. Specific reward charts that focus on improving a single area of a child's/ group of children's behaviours. This may be a child with SEND, but it is not limited to just these children. SANCTIONS - Sanctions are used in response to a child's/ children's actions and behaviours when deemed appropriate by staff within the schools. The schools use a graduated response on most occasions.
- Ready to Learn chart – In Reception Classes weather symbols are used instead of colours to assist children's understanding. Ready to learn All children start at ready to learn Make better choices/think about it Adult makes eye contact with the child, move name from 'ready to learn' to 'make better choices'. May miss a minute of play/be last out Warning (yellow) Go to work in another class for 5 minutes. When child returns it is assumed that they are 'ready to learn' again Warning (amber) If child misbehaves again, move name straight to amber. Warning (red) Miss a playtime. Take a red letter home. Go to Mrs Arrowsmith/ Mr Baxter/ Mrs Somerwill
- Liaison with parents – parents will be involved where the staff in the schools have concern about an individual incident or where a concerning pattern of behaviour has been identified. At all times we would ask that parents work with and support the schools in order to help their child.
- Exclusion – internal and external. Exclusion will be used as a tool by the schools to support individual children and the schools' communities as deemed appropriate by the Executive Headteacher, the Heads of Teaching and Learning and the Governing body. Exclusion is an extreme step and will only be taken in cases where:
 - Unacceptable behaviour over a long period of time has not responded to the strategies put in place with the consequence that the safety and learning of others is being seriously jeopardised.
 - An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. Whether the exclusion be for a fixed term or permanent, the Authority's procedures are to be followed. Adopted by Teaching & Learning Committee, Spring 16, reviewed Spring 18, next review Spring 20 All sanctions and rewards will be applied at a level judged by staff to be appropriate to the individual child, behaviour or circumstances – at times that may mean that stages of the behaviour table are bypassed or alternatives used. This may relate to a child with SEND, but it is not limited to just these children. Once a child has successfully completed his/her sanction, this should be acknowledged positively by the member of staff. The child is then accepted back into the normal school routine without reservation and encouraged to perceive this as a fresh start.

External support

The Executive Head, Heads of Teaching and Learning or the SENCO will engage with outside agencies to support with the development of the social, emotional and behavioural needs of groups and individuals when deemed necessary by the schools and/ or parents. A plan will be put into place with parents, the school and the child, focusing on what hope to achieve through these links. At this stage further records may need to be kept, such as observations, trigger charts and provision maps. This support may be sought for a child with SEND, but it is not limited to just these children. Outside agencies that the federation might access to support children with social, emotional and behavioural needs might include the following:

- Education Welfare Officer
- Behaviour Support Team
- CIDs Team
- Outreach teachers from specialist provision
- Social Care
- Educational Psychology
- Medical practitioners and mental health services
- Inclusion Officers

Monitoring

This will include keeping records of significant rewards and sanctions given linked to our Ready to Learn charts, individual behaviour logs, bullying log and incident log, observations in the classrooms and around the school, questionnaires for children and parents and discussions with the School Councils'. There will be regular reports to governors, as part of the Governors annual cycle of business, about the outcomes of this. Behaviour and safeguarding form part of the School Development Plan priorities. A record of sanctions applied will be kept on individuals if this is deemed appropriate (so possibly establishing a pattern that can be discussed with SENCo/parent), and as a means of communication for a supply teacher to record who behaved well and who broke our rules.

Parental Involvement

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The schools expect that parents will give their full support in dealing with their child's social, emotional and behaviour needs. We ask parents:

- to support school in having high expectations of your child's behaviour.
- read and sign the school contract annually and discuss this with your child.
- to keep us informed of different behaviours that children may be exhibiting.
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family.
- inform us about their child's ill health and any absences connected with it.

The schools will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the schools.
- giving parents regular constructive and positive comment on their child's work and behaviour.
- encouraging parents to come into school on occasions other than parents' evenings.
- keeping parents informed of school activities by letter, newsletter etc.
- involving parents at an early stage in any disciplinary problems.

Anti-Bullying

LEGAL REQUIREMENTS

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

The Education and Inspections Act 2006

In particular section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

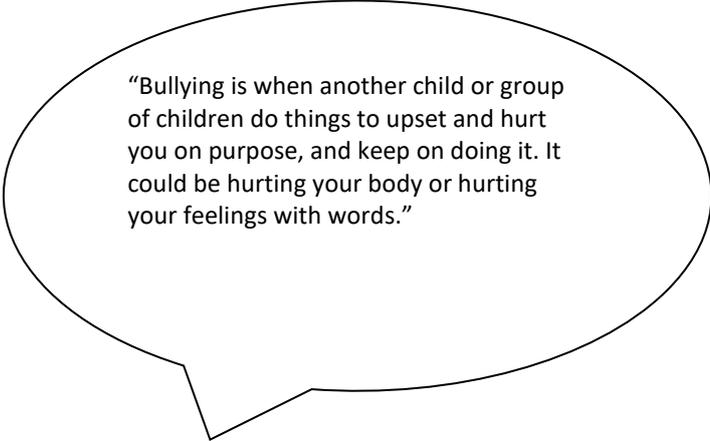
Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

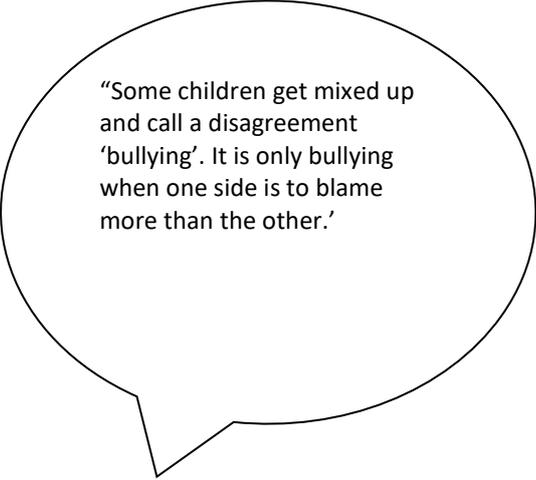
Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE, 'Preventing and Tackling Bullying' 2012)

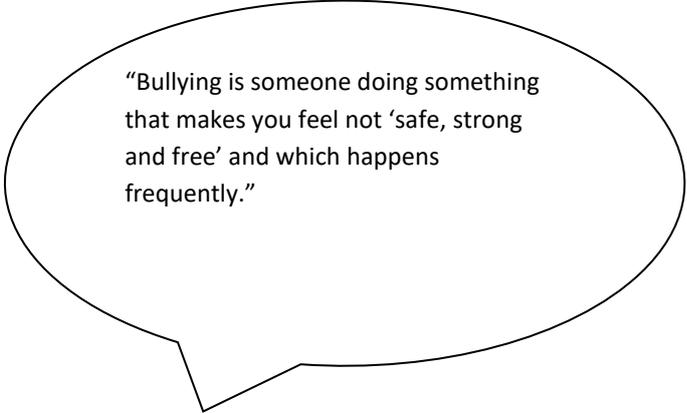
Our Children's Definition of Bullying



"Bullying is when another child or group of children do things to upset and hurt you on purpose, and keep on doing it. It could be hurting your body or hurting your feelings with words."



“Some children get mixed up and call a disagreement ‘bullying’. It is only bullying when one side is to blame more than the other.’



“Bullying is someone doing something that makes you feel not ‘safe, strong and free’ and which happens frequently.”

AIMS AND OBJECTIVES OF THE SCHOOL ANTI-BULLYING POLICY

Kenn C of E and Kenton Primary schools will aim to:

- Prevent or reduce the incidence of bullying in schools
- Create an emotionally safe environment where positive relationships can develop
- Reduce the use of homophobic and racist language
- Better reflect pupils’ different families in our schools
- Ensure that all pupils, parents/carers and staff are aware of this policy and their roles and responsibilities in contributing to its success.
- Teach, embed and model positive values for children to assist their moral, emotional and empathetic growth

The Anti-bullying policy reflects the school’s vision statement with a view to developing:

- An enquiring mind and a desire for knowledge.
- Strong self-esteem and high personal expectation.
- A set of spiritual and moral values – honesty, integrity and sound judgement
- understanding and respect for others

The schools aim to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community. At the Kenn and Kenton Federation bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Other school policies which have relevance to the anti-bullying policy are:

- Anti-Racism
- Attendance
- Behaviour and Discipline
- Child Protection
- Children in Care (CiC)
- Confidentiality
- Drugs Education and Incident Management
- English as an Additional Language
- Equality and Diversity
- Health and Safety
- Partnership

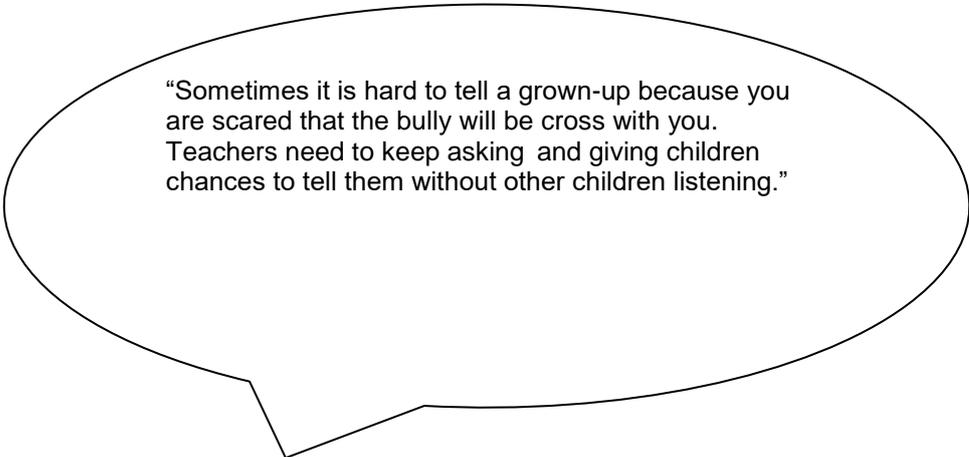
- PSHE
- Sex and Relationships Education (SRE)
- Special Educational Needs and Disability (SEND)

Individual responsibilities

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of the Kenn and Kenton Federation Schools. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

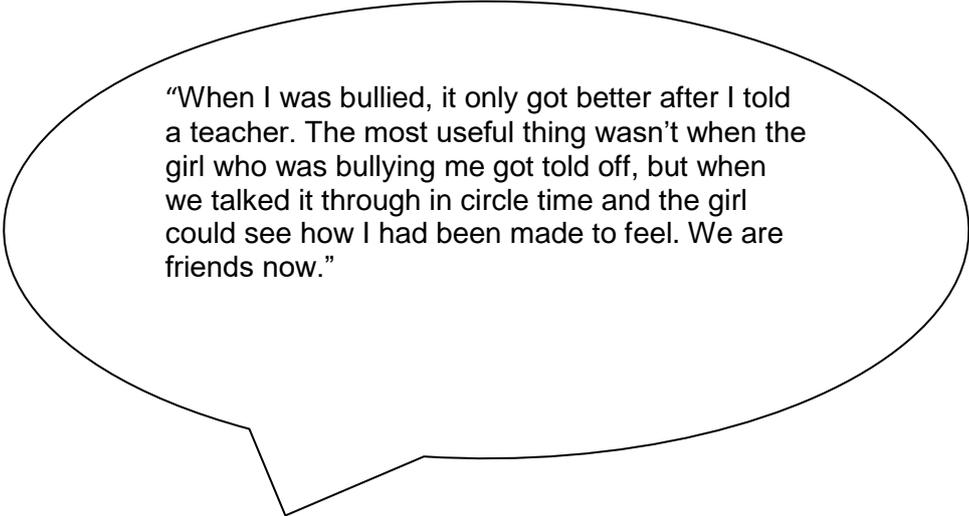
- Provide a safe, secure and caring environment
- Promote and sustain good behaviour
- Listen to all reports of bullying
- Address each situation in line with procedures
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents/carers



“Sometimes it is hard to tell a grown-up because you are scared that the bully will be cross with you. Teachers need to keep asking and giving children chances to tell them without other children listening.”

Pupils should:

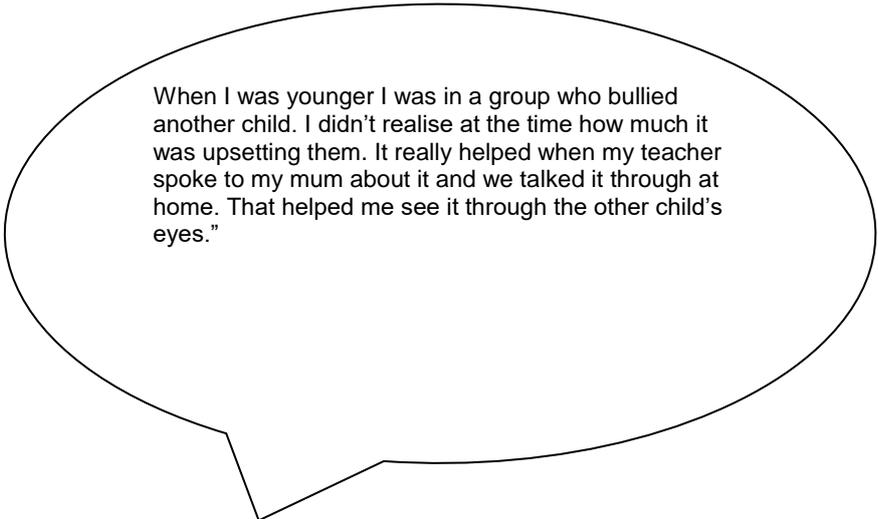
- Report all incidents of bullying (if a child is being bullied or if they know about another pupil who is being bullied – TELL SOMEONE)
- Follow the school’s code of conduct
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others
- Peer mediators will report to their link adult if they are having repeated sessions with one pupil or a group of pupils, they should always report an instance of bullying



“When I was bullied, it only got better after I told a teacher. The most useful thing wasn’t when the girl who was bullying me got told off, but when we talked it through in circle time and the girl could see how I had been made to feel. We are friends now.”

Parents/carers should:

- Work in partnership with the schools
- Advise their children to report any concerns to a member of staff
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the School Administrator to arrange an appointment with the child's class teacher to discuss concerns
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day



When I was younger I was in a group who bullied another child. I didn't realise at the time how much it was upsetting them. It really helped when my teacher spoke to my mum about it and we talked it through at home. That helped me see it through the other child's eyes."

MORAL AND VALUES FRAMEWORK

The schools believe that all staff and children have the right to feel safe and secure in the school environment. The schools encourage the following values:

- Kindness as the overarching theme for all actions and behaviour
- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

EQUAL OPPORTUNITIES

Both schools are committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

CONTENT

The anti-bullying education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children.
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger.
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities.
- Foster self-esteem, positive self-image and confidence.

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. The content of the anti-bullying education programme recommended by the LA will be based on '*Health for Life*' and '*SEAL - Social and Emotional Aspect of Learning*' as a framework.

Topics will include:

Key Stage 1:

- Awareness of different forms of bullying
- Personal strategies to resist unwanted behaviour

Key Stage 2:

- Recognise, discuss and understand the nature of bullying and the harm that can result from it
- Homophobic language in school

ORGANISATION

Anti-bullying education will be co-ordinated by the PSHE Co-ordinators

Delivery will be:

- As topics
- Addressed occasionally in assembly time
- Through pastoral time
- Through circle time
- Through SEAL activities
- Through PSHE activities
- Through small group work
- Whole school events / theme weeks

Active learning methods which involve children's full participation will be used.

Discussions with the school council will also take place on a regular basis with a view of exploring new initiatives e.g. a buddy system; peer counsellors

SPECIFIC ISSUES

The role of outside organisations and procedures for their involvement

Whenever possible representatives from outside organisations will be used to support and assist teachers in the development of classroom based work. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the children will be DBS checked.

Confidentiality

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

The Kenn and Kenton Federation has a Child Protection policy and procedure for dealing with child abuse based on the Local Authority guidelines and recommendations. This policy is available on request.

Complaints procedures

Any complaints about the anti-bullying procedures or programme should be made to the Headteacher who will report to the governors.

Disciplinary procedures

The following steps will 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
- Attempts will be made to resolve the situation quickly

- Through a restorative approach, the victim of the bullying will be given the opportunity to explain how they have been affected by the incidents.
- Reports will be taken seriously
- Steps will be taken to ensure the child feels safe and secure
- All children involved in the incident (child bullied, perpetrator/s and witnesses) will be interviewed
- Parents/carers will be informed
- Incidents and actions taken will be recorded in the school bullying record log and on the LA Bullying and Prejudice Related Incident form.
- The completed form will be returned to the LA at:
reducingbullyinginschools@babcockinternational.co.uk

Incidents outside school

Section 89(5) of the Education and Inspections Act 2006 gives head-teachers the power to regulate pupils' conduct (including bullying incidents) when they are not on school premises. Where bullying outside school is reported to school staff these incidents will be investigated and acted on. Parents/carers will be informed as will the police if the head-teacher deems it appropriate.

Strategies to support a whole school approach

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying
- School values will be at the heart of daily routine and will be referred to whenever appropriate
- Awareness raising posters are displayed in classrooms and corridors and on the Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying, using, for example, drama; role-play and novels
- Children will be guided to understand the feelings of bullied children and to practice the skills they need to avoid bullying
- An annual survey will be undertaken linked to safeguarding.

Monitoring procedures

Records will be kept of all reported bullying incidents by Headteacher including details of the age and gender of the children involved, the nature of the incident and actions taken. The bullying record book will be regularly monitored.

MONITORING AND REVIEW OF THE POLICY AND PROGRAMME

Possible success indicators which will indicate the effectiveness of the policy and programme will include:

- fewer reports of bullying
- more pupils reporting that they feel safe in school
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour
- positive feedback from parents/carers

Issues relating to bullying will be reported to Governors through the termly Headteachers report.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the schools website.

A Guide for Staff

In the Kenn and Kenton Federation we aim;
To provide a safe and secure environment within which bullying has no place.
To ensure that any incidents that do take place are dealt with promptly and effectively.

THE SCHOOLS WILL USE THE FOLLOWING STRATEGIES:-

- Picked on Guidelines - see attached
- 1:1 Mentoring
- Circle Time
- PSHE unit of work (from 'Health for Life') and SEAL materials.

AWARENESS

Staff may see signs that can indicate that a child is being bullied: e.g.

- | | |
|---|---------------------------------------|
| • Withdrawal | • Increased absenteeism/arriving late |
| • Aggressive behaviour | • Missing possessions |
| • Schoolwork problems | • Stealing |
| • Tiredness | • Low self-esteem |
| • Injuries | • A desire to seek adult company |
| • Becoming unusually difficult or argumentative | • Relationship difficulties |

IF YOU BELIEVE A CHILD IS BEING BULLIED OR IS BULLYING OTHERS:

- INFORM The HEADTEACHER
- DISCOVER THE DETAILS, DEALING SYMPATHETICALLY WITH ALL PUPILS INVOLVED
- TAKE THE NECESSARY AGREED ACTION TO DEAL WITH THE INCIDENT

ACTION

FIRST STEPS

Remain calm. You are in charge by staying in control. Reacting aggressively or punitively gives the message that it's acceptable to bully if you have the power. Reacting emotionally may add to the bully's sense of control.

- Take the incident or report seriously.
- Think about whether your action needs to be public or private.
- Reassure the victim. Avoid making them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim by referring to the school's own strategies.
- Inform duty teacher or if during class time, headteacher.

NEXT STEPS

Encourage the bully to see the victim's point of view, and ask if s/he has any constructive ideas. It is advisable to allow the bully time to explore the reasons for their behaviour and support them as necessary.

- Use appropriate sanctions (as listed in the School Behaviour Policy).
- Explain clearly the sanctions and why they are being applied.
- Inform the appropriate colleagues of what you are doing (if the incident arose where others should be vigilant).
- Inform parents

FINAL STEPS FOR THE SCHOOLS

Allow everyone to make a fresh start.

Make sure the incident does not live on through reminders.

Try to think ahead to prevent a recurrence.

REMEMBER TO:

Encourage the victim to help him/herself.

Separate the behaviour/act from the child.

Consider factors that may be influencing the bully's behaviour

DEALING WITH BULLYING: LISTENING TO CHILDREN

In dealing with bullying there are three main aims;

1. **stop** the bullying behaviour
2. **change** pupil attitudes and behaviour for the future
3. **promote positive peer** relationships

ACCEPTING REPORTS OF BULLYING FROM CHILDREN

LISTEN to what is being said, without displaying shock or disbelief. Be patient. Wait during any silences. Prompt gently.

ACCEPT what is said ("believe" is too strong) - keep an open mind if you can.

AVOID being judgemental.

MAKE NOTES of the main details after listening to the child.

REASSURE the child that s/he was right to tell you. You may need to pass this information to a colleague so do not promise confidentiality.

Reassure the pupil that it is not his/her fault that s/he is being bullied and that it is vital that the situation is sorted out.

REMEMBER that the person the child is talking about may be an adult.

At this point you may need to inform the headteacher.

TALKING AND LISTENING WITH THE BULLY

Use the same strategies as above.

FINALLY

In the rare instances where you discover details which are distressing you may need some support for yourself; if so, ask for it from the headteacher.

The Kenn and Kenton Federation Action Against Bullying

A Guide for Parents and Carers

In the Kenn and Kenton Federation we aim;

To provide a safe and secure environment within which bullying has no place.

To ensure that incidents are dealt with promptly and effectively.

BULLYING is;

The persistent, wilful, conscious desire to hurt, threaten or frighten someone.

It can be physical, verbal or emotional, involving physical injury, threats and intimidation, teasing and name-calling.

AWARENESS

Parents often see signs that can indicate a child is being bullied: e.g.

- becoming withdrawn or moody
- bed-wetting
- aggressive behaviour
- schoolwork problems
- tiredness
- unexplained injuries
- becoming unusually difficult or argumentative
- increased absenteeism/arriving late
- missing possessions
- stealing
- a decrease in self-esteem
- fear of going to school
- a change in friendship patterns

IF YOU BELIEVE YOUR CHILD IS BEING BULLIED OR IS BULLYING OTHERS:

CONTACT THE SCHOOL IMMEDIATELY, SO THAT A JOINT PLAN OF ACTION CAN BE STARTED QUICKLY

- Understand that your child may find it difficult to talk about what is worrying him or her. Accept that they may prefer to talk to someone else.
- If s/he does talk, listen to him/her and take the situation seriously.
- Let him/her know that you will work with the school to do whatever is necessary to stop the bullying.
- Be aware that your own reactions may get in the way of what is best for him/her - act carefully and with advice where necessary.

In dealing with bullying there are three main aims;

- **stop** the bullying behaviour
- **change** pupil attitudes and behaviour for the future
- **promote positive peer** relationships

Listening to children - some hints;

- Listen to what is being said, without displaying shock or disbelief.
- Be patient-wait during any silences; prompt gently-"And?"
- Accept what is being said
- Avoid being judgemental
- Jot down brief notes of the details
- Reassure your child that s/he was right to tell you
- Reassure him/her that it is not his/her fault and that it is vital that the situation is sorted out
- Try to encourage your child to offer his/her own solutions to help him/herself- this will help them to maintain a positive self-image

Finally, You may discover details which are distressing and upsetting. You might need some support for yourself so ask for it by speaking to a friend or from your GP or health visitor.

Action Against Bullying

A Guide for Children

We want Kenn and Kenton Schools to be safe and happy schools where there is no bullying.

If there is a problem we want it sorted out very quickly.

BULLYING is;

when someone picks on you again and again, on purpose.

They might hurt, scare or upset you, by teasing you or calling you names.

Peer mediators will report to their link adult, if they have repeated sessions with one pupil, or a group of pupils.

Important

IF YOU ARE BEING BULLIED TELL SOMEONE!

- don't be afraid to say
- Tell a peer mediator, they will help you tell a grown up
- tell a grown up you trust – it could be anyone who works or helps in school
- don't rush and try to tell them everything
- the person you tell **will** listen to you
- they will tell you what they are going to do about it
- if the bullying continues – **tell again**
- **you do not have to put up with bullying**

All pupil quotes taken from Governor monitoring in the Kenn and Kenton Federation 2018.



Equality Duty

The Kenn and Kenton Federation fully recognises its duty to comply with equality and diversity legislation, and its Equality Duty sets out the schools' aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The schools fully acknowledge their responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment.

The Kenn and Kenton Federation is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity.

At the Kenn and Kenton Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

In our Federation, we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community

Other related policies:

- Safe Guarding Children and Child protection.
- Positive Handling

POLICY REVIEW AND AMENDMENT LOG

Date	Reviewer	Change	Approved by Governors	Next Review Date
2018	T&L Committee			Summer 2020
January 2021	Joe Baxter	Amalgamate Behaviour and Anti-Bullying Policies into one document	26.01.2021	Spring 2023