



Walkwood
Church of England  Middle School

Behaviour and Anti-bullying Policy

Approval granted:

February 2026

Review date:

Spring Term 2027



Our Vision Statement:

*In our inclusive community,
each valued individual is taught self-belief.*

*We are resilient and optimistic,
caring for ourselves and our peers.*

*We are Children of God, with hope,
awe and wonder in our hearts.*

Our Bible Verse:

Be kind to one another, tender-hearted, forgiving one another,
as God in Christ forgave you. Ephesians 4:32

Our Values:

Kindness - Respect - Honesty – Friendship

Our Motto:

Respect Believe Succeed



Walkwood Church of England Middle School

Behaviour and Anti-bullying policy

Our whole school approach to promoting outstanding behaviour is firmly rooted in our Christian values. As a Church of England School, we aim to promote a community of people who live in harmony and peace, demonstrating mutual respect and tolerance with Christian values at the heart of all that we do. Staff consistently set high expectations for behaviour and actively encourage pupils to make the right choices in their behaviour and conduct so that all pupils can flourish, learn and achieve their full potential both academically and socially.

Parameters

This policy applies to all pupils of Walkwood Church of England Middle School:

- when at school, including remote learning online;
- 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 pupils at Walkwood Church of England Middle School.

It applies to:

- actions within the school;
- actions outside of school which may harm, threaten or bully another pupil;
- actions 'on-line' (whether in school or outside of school) which may harm, threaten or bully another pupil; and
- any action by a pupil (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 pupil or member of staff.

Our Behaviour Management System aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.



- Identify any safeguarding concerns that are the root of unacceptable behaviour.
- Outline how pupils are expected to behave through consistently recognising and rewarding positive behaviour both within the classroom, online and out of the classroom.
- Implement a system that provides support for pupils and staff.
- Encourage children to reflect on their actions and accept responsibility and so promoting independence, self-reliance and trustworthiness and opportunity to rectify wrong choices.
- Ensure that poor behaviour does not inhibit learning or impact on a pupil's learning potential.
- Ensure a positive and inclusive learning environment that is conducive to a rich and positive learning experience and where little attention is given to those who behave inappropriately.
- Allow pupils to begin each lesson with a fresh start with the potential of achievement by the end of every lesson thus endorsing our Christian values of inclusiveness and forgiveness.
- Enable parents to have regular communication with staff and feedback on their child's behaviour and attitude within school.

The system supports all members of staff within the school, enabling them to promote positive behaviour and to swiftly and effectively address incidents of inappropriate behaviour.

Furthermore, in line with the promotion of Christian distinctiveness, our system provides opportunity for pupils to reflect on their actions and to consider how they may better deal with a situation in future. Furthermore, following an incident of poor behaviour, all pupils have the opportunity to correct their behaviour, knowing that every day and every lesson is a fresh start.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)



- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#).

In addition, this policy is based on:

- Schedule 1 of [the Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and persistent disruptive behaviour
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting



- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-Cigarettes/ Vape pens
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Roles and Responsibilities

The Governing Body

The 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 pupils, staff, parents/carers are listened to and appropriately addressed.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The Headteacher will ensure that this behaviour policy works alongside the safeguarding and SEND policies to offer pupils both sanctions and support where necessary.

The Headteacher will ensure that the data from the behaviour records is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The Headteacher will ensure appropriate support is swiftly implemented and the clear communication with parents will be upheld.



The Senior Leadership Team

The Senior Leadership team are responsible for working with the Headteacher to ensure that the behaviour system is consistently and fairly applied across the school. In instances of poor behaviour, they work supportively with the class teacher, pupil and parents/carers to address issues and find a resolution.

SENDCo and Headteacher

- In some circumstances, children have emotional and behavioural needs. Any issues concerning these children are addressed accordingly via the SEND policy and, where possible adaptations are made to provide them with support according to their needs.
- Monitoring, recording and liaising with outside agencies to support individual children with special educational needs is the responsibility of the SENDCo, Headteacher and Head of Pastoral.

All staff

All staff (including teachers, support staff, lunchtime supervisors and volunteers) are responsible for ensuring that the Behaviour System is consistently and fairly applied to all pupils in all contexts. We have an 'Everyone, all of the time' approach to behaviour to ensure that pupils know what is expected from them, where positive behaviour is consistently recognised and negative behaviour consistently addressed.

Within the Christian context of the school, all staff are expected to:

- Implement the behaviour policy consistently.
- Project themselves as exemplary role models, co-operating and supporting one another and treating pupils and colleagues with courtesy, consideration and respect.
- Consistently apply and promote the school rules.
- Reward and promote positive behaviour using the whole school reward system.
- Accurately implement procedures to address instances of poor behaviour, including reporting of incidents to leadership team through established systems.
- In a confrontational situation, remain calm, issue an appropriate consequence and state the reason for the consequence. A member of leadership team can be requested if appropriate to support the staff and pupils.
- Listen to pupils and demonstrate an understanding of any underlying factors that could trigger negative behaviour as this will enable a situation to be resolved swiftly and positively for the pupil as well as creating a long-term resolution.
- Providing a personalised approach to the specific needs of pupils.
- Record behaviour incidents as required.



The Teacher's role

In addition to the key points outlined in the section for all staff, daily classroom practice must reflect the following:

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines.
 - Using positive reinforcement.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
- Concluding each lesson positively using our Awesome Applause slide.
 - To start every lesson with a clean slate.
- Display the school rules within the learning environment.
- Provide a broad, balanced and appropriately differentiated curriculum that meets the needs of all learners, enabling them to achieve success in a positive and inclusive environment.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Adapt teaching styles and strategies that will best suit the needs of the pupils in their class/group.
- Where appropriate, personalised learning can be an integral part of ensuring a child's readiness to learn and so significantly reducing anxiety and stress that can lead to negative behaviour.
- Identify when additional pupil support may be required i.e pastoral programme. Work closely with leadership and pastoral team to implement a level of provision that will effectively meet the needs of the pupil.

Pupils

Pupils are expected to take responsibility for their own behaviour and to take care of the needs of others. This expectation is set across the school, from Year 5 to Year 8 but differentiated accordingly to the age and development of the child.

All pupils have the right to feel safe and happy in school. They are actively encouraged to speak with any member of staff if they have a concern. Alternatively, they can report a concern through via ePraise. Parents/carers can email the class teacher or phone school if required.

Pupils are educated in bullying through the PHSE curriculum and a supportive environment is established for pupils to report any incidents that have happened to them personally or that they have witnessed.



The pupils are very clear on what is expected of them in accordance with the following:

- Behave in an orderly and self-controlled way, showing respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- To wear the correct uniform at all times.
- Refrain from behaving in a way that brings the school into disrepute, including when out of school.
- Develop a clear understanding of the school rules and the consequences of inappropriate behaviour.
- Understand that how they behave is their choice.
- Understand that every lesson and every day is a fresh start and that they have the chance to correct inappropriate choices and move in the correct direction on the behaviour pathway.
- Understand that there is whole school consistency, and the same rules and procedures apply to everyone.
- Are expected to always walk calmly and quietly through the corridors, including at the start and end of breaks and lunchtimes.
- Understand that at break times and lunchtimes and whilst out on school trips and remote learning, the same reward and sanction systems apply.

Parents/carers

At Walkwood Church of England Middle School, we work closely with parents/carers to promote positive behaviour. We firmly believe in early intervention and so ensure regular communication with parents and in some instances, will meet more formally to discuss any concerns.

We actively encourage parents/carers to take responsibility for their child's behaviour both in the classroom and online and to work in partnership with the school to sustain high standards of behaviour at all times.

Where a parent/carer has a concern about behaviour or if they feel there is a potential case of bullying, they are asked to contact the school as soon as possible so that we can work together to find a resolution and to support all parties involved.

Our School Rules

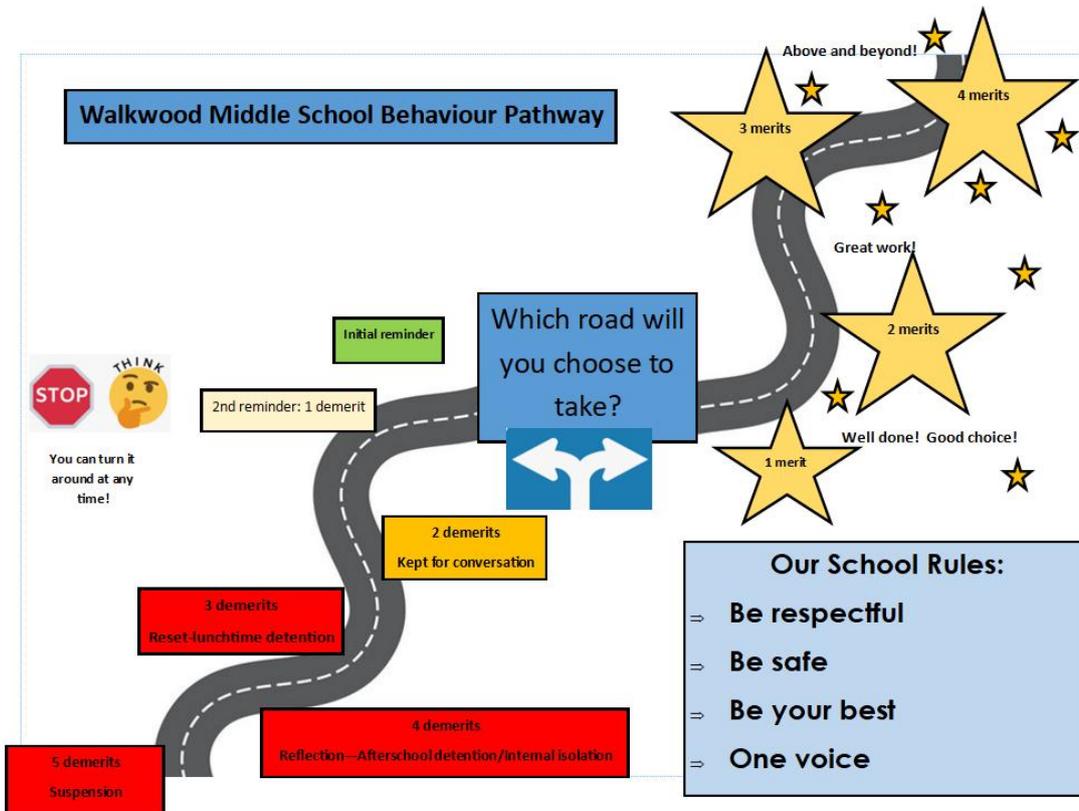
Our school rules are at the centre of everything we do and underpin our reward and sanction system.

1. Be respectful
2. Be safe
3. Be your best
4. One voice



Promoting positive behaviour

From Year 5 to Year 8, the Walkwood Behaviour Pathway is displayed which is consistently used on a daily basis across the school by all staff.



- All pupils begin every lesson day in the centre of the behaviour pathway.
- Positive behaviour enables the pupils to be awarded merits within the lesson.
- If a pupil makes an inappropriate choice and does not follow school rules, despite reminders, they can receive demerits within the lesson, resulting in an appropriate sanction.
- The Behaviour Pathway resets at the start of each lesson.
- This framework allows for a graduated approach to support pupils whom may have additional SEND needs. The overall impact of the Behaviour Pathway reduces feelings of insecurity and anxiety and through support can enable pupils with additional needs become more in control in managing their own behaviours.

The reward system

There are a range of rewards which are earned by the pupils for excellent achievement in any aspect of the curriculum or exceptional service to the school as well as for excellent attendance. The pupils are awarded Merits which are recorded as ePraise points by all staff and are added to the ePraise system which can be viewed by pupils and parents and carers online.



All lessons are ended with an 'Awesome Applause' which aims to celebrate the successes of individuals, groups or whole class within the lesson. This enables pupils to have regular verbal praise which promotes intrinsic motivation.

Rewards will vary according to the nature of the action and the circumstance. The following options are available to staff when rewarding pupils:

- Merits are awarded as ePraise points
Graduated awarding of Merits is based on level of achievement:
All Staff can give 1 Merit, 2 Merit and 3 Merit awards to pupils dependent on the positive choices they make within a lesson and the effort displayed.
SLT can give 4 Merit and 5 Merit awards to pupils for displaying outstanding contributions through their behaviour and/or academic work.
Merits are also awarded throughout the school day, including breaktimes/lunchtimes
- Half termly rewards for Merits received: Bronze, Silver, Gold
Thresholds for each milestone will alter based on length of half term.
All pupils to receive a certificate and other graduated forms of reward during the final week of the half term.
At the start of each half term, the Bronze, Silver, Gold milestone thresholds of Merits and rewards are announced and Merits reset.
- Curriculum Awards- celebrated at an awards ceremony during the summer term.
- Positive Postcards and phone calls home
- Golden Tickets
- Rewards Lessons and activities
- Celebration assemblies
- Lucky dips and prize draws
- Points boosters for 100% attendance and 'Zero' demerits
- Attendance rewards
- ePraise Achievement Badges



The consequence system

Restorative justice approach is followed:

- Reflection- pupils are given opportunity to reflect on their actions
- Resolution – pupils are given the opportunity to consider and discuss how the situation may be resolved
- Reconciliation – with the support of staff, pupils are encouraged to seek reconciliation

Sanctions

Staff will use a range of strategies through high quality and adaptive teaching to enable a positive learning environment for all pupils. However, where there are instances of negative behaviour and pupils are not following the school rules, one or more demerits will be issued in line with the school's Behaviour Pathway. At every opportunity, pupils will be reminded of the expectations by staff, and so enabling them to make positive behaviour choices at any point and to then go on to earn merits.

Where given, demerit points are added to Epraise, however, these do not deduct from the positive points earned. This is monitored regularly so appropriate support can be offered to pupils through a graduated response. Regular communication with parents and carers is a key part of this process to ensure the appropriate level of support is in place to enable children to achieve success.

Interventions for managing behaviour

Initial Reminder:

Staff use a range of strategies to eliminate any low-level disruption and enable a positive learning environment, reminding pupils of the expectation for behaviour.

1 Demerit (2nd Reminder):

Issued when a pupil does not respond to the initial reminder and continues with the negative behaviour. The demerit is recorded by the class teacher.

2 Demerits:

If the negative behaviours continue, despite further reminder, 2 demerits will be issued. The member of staff will hold a restorative conversation with the pupil at an appropriate time and if necessary, the pupil may need to complete the classwork.

If negative behaviours then continue further, despite guidance provided by staff, then this will lead to a reset call and 3 demerits.

3 Demerits:



Reset Call: Lunchtime Detention

At this stage, if negative behaviour persists causing disruption to learning, a reset call will be made. The Reset Call team consists of SLT, Heads of Year and Pastoral staff. Our Reset and reflection room is manned by a member of the pastoral team, with available SLT to support. The reset staff will respond to the reset by inviting the pupil to be supported in the reset room, giving them opportunity to reflect on what has taken place and how to put it right. The pupil will be re-integrated back into the class, if appropriate, having the opportunity to return to their learning in a calm and positive manner. The sanction at this stage is a lunchtime detention, of which, the Reset Call staff member will inform the teacher and pupil. The demerits are recorded by the class teacher..

4 Demerits

EITHER- After School Detention-(3:30pm – 4:30pm)

To be issued by The Reset Team :

- Persistent breaches of the school rules
- An accumulation of Reset Calls (lunchtime detentions)
- A one-off behaviour incident which requires an escalated sanction

The parents and pupils will be informed of the intervention either by Pastoral Manager, Head of Year or a member of SLT.

OR- Reflection Room (Internal suspension)

Where appropriate, the Reflection Room (internal suspensions) will be used before a fixed term suspension. A decision to internally exclude a pupil can be taken:

- In response to serious breaches of the school rules.
- If allowing the pupil to remain in the regular curriculum would seriously harm the education or welfare of the pupil or others in the school.

For continued non-compliance, despite plans being in place, or in the event of a serious incident it may be necessary to implement an internal suspension for a short period of time where appropriate work will be set for them to continue with their learning.

Break times- pupils should not go out to play with peers, unless this forms part of the reintegration programme. The pupil would have some supervised time outside in the playground or within an appropriate place within the building (e.g. school hall).

A member of the Pastoral Team will speak to parents and discuss how more positive behaviour can be encouraged both at home and at school and identify support if required.

The parents and pupils will be informed of the intervention either by Pastoral staff or a member of SLT.

5 Demerits

Fixed Term Suspension (up to 45 days per year/15 per term)

- This decision is made by the Headteacher
- Parents/carers are called into school to meet with the Headteacher and to take their child home for the agreed period. They will receive a letter outlining the reasons for suspension and rights to appeal the decision



- Chair of Governors is informed and issued with related paperwork.

The decision to issue a fixed term suspension is never taken lightly. It a measure taken when every other possible solution should have been sought to correct or resolve the reason behind the behaviour. External suspension can be for repeated patterns of behaviour or a one-off incident.

The same criteria for internal suspension can be applied to external suspension.

Following a period of internal suspensions/ interventions or on return to school, following a fixed term suspension, the parents are requested to attend a reintegration meeting with identified members of staff in order to discuss the reason for the suspension and any support required in order to prevent a repeat of the circumstances. All behaviour issues are considered on an individual basis and safeguarding factors are taken into consideration with any decision making.

Permanent Exclusion

- This decision is made by the Headteacher
- Parents, Chair of Governors is informed and issued with related paperwork.
- Discipline Committee meet and consider all representations and reports (parents/carers and child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on a Pastoral Support Plan, to be reviewed on a weekly basis for a minimum of a term.
- If appeal unsuccessful, the child is removed from school role.

For repeated, or one off, very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

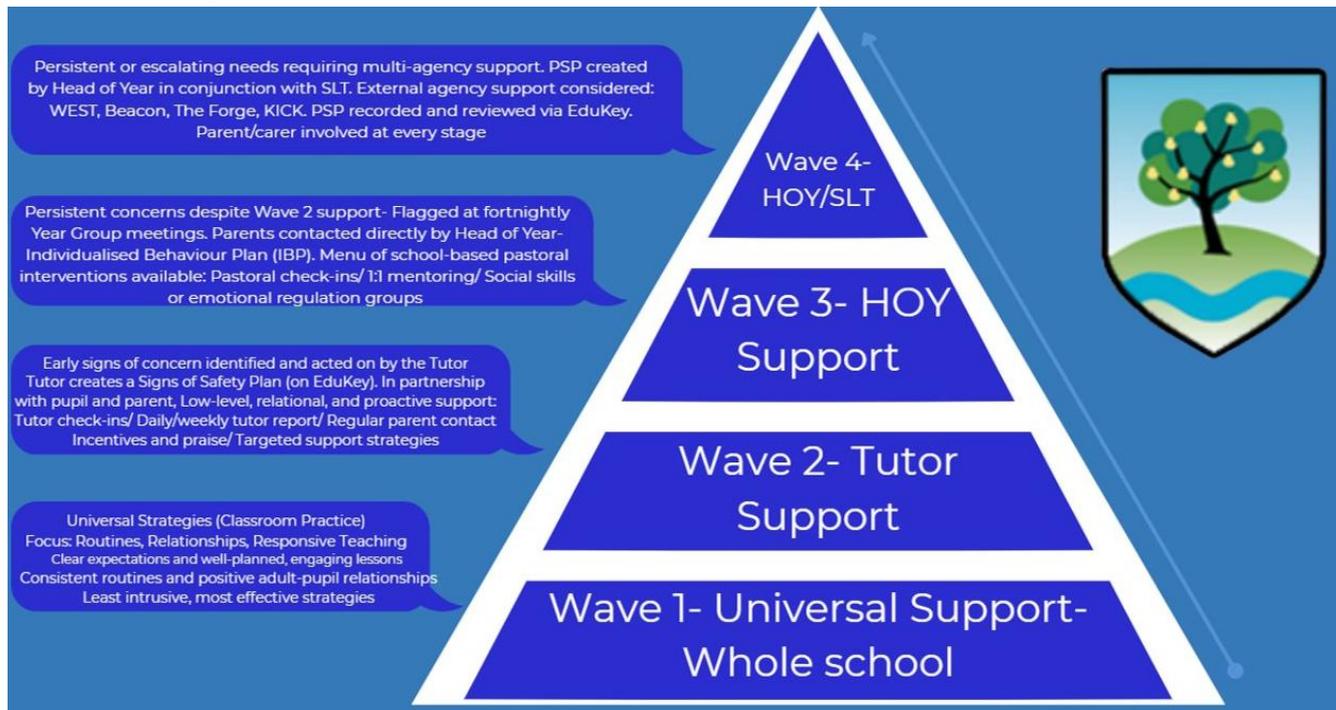
The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the headteacher can make the decision to permanently exclude. In some cases, the Headteacher may decide to impose a five-day fixed-term suspension pending investigation and, once these have been completed, the headteacher may then decide that the incident warrants a permanent exclusion. There will be exceptional circumstances that the Headteacher may decide to permanently exclude a pupil for a “one off” incident – These include but are not limited to;

- Serious actual, or threatened violence against a pupil or member of staff
- Vandalism/serious damage to property
- Sexual assault/abuse
- Supplying an illegal drug
- Carrying an offensive weapon

When a pupil is involved in a criminal activity, the headteacher will consider whether to notify police. Under certain circumstances the police will be contacted. (Arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism and physical assault.)



Graduated Response to Behaviour



The school operates a graduated pastoral and behaviour support framework rooted in our Christian values of kindness, respect, honesty and friendship. This framework ensures early identification of need and timely, proportionate intervention so that all pupils can flourish socially and academically. Where standard support or sanctions are not having sufficient impact, early signs of concern are identified and the level of support is escalated to Wave 2.

At Wave 2, tutors provide low-level, relational and preventative support through regular check-ins, daily and weekly monitoring, structured communication with parents/carers, incentives, and targeted strategies, supported by the creation of a Signs of Safety Plan on EduKey. Where concerns persist, Wave 3 involves the Head of Year and the Pastoral Team, with cases reviewed at fortnightly meetings, direct parental engagement, and the implementation of an Individualised Behaviour Plan alongside mentoring, group work and structured behaviour support.

For pupils with escalating or complex needs, Wave 4 introduces a formal Pastoral Support Plan developed in conjunction with Senior Leadership and, where appropriate, external agencies, with progress recorded and reviewed on EduKey. At every stage, parents/carers are actively involved and pupils are supported through a restorative, inclusive and compassionate approach consistent with Walkwood's ethos of forgiveness, responsibility and fresh starts.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort and by a trained member of staff**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book within 24 hours of the incident (located in Headteacher's Office) and reported to parents/carers.

Confiscation

Any prohibited items (listed on Pg 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.



We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Providing support for pupils

Staff encourage the restorative option to build community and maintain a positive learning environment. We believe by developing the use of restorative language, meetings, restorative conversations and peer mediation within our school we increase the possibility of positive outcomes for pupils following conflict. This approach is implemented in order to reduce suspensions, removals from class, bullying, after school interventions and disruptive behaviour by promoting and developing emotional literacy, honesty, responsibility, accountability and conflict resolution skills.

In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between home and school as outlined in the school's Offer of Support for Pupil's and their families.

Where a child receives an intervention e.g. 2 Demerits, a short restorative conversation takes place with the member of staff who issued the sanction before the next lesson. This is with the intention of restoring and repairing the relationship. Pupils are encouraged to engage in the process in keeping with the school value of forgiveness. Staff may request assistance from the Pastoral Team to facilitate the conversation.

At all stages within the behaviour system, staff work closely with pupils to understand the cause and triggers for any negative behaviour so early intervention can be implemented to avoid escalation of poor behaviour.

PHSE (Personal, Health, Social and Economic Education) lessons form a core part of the weekly curriculum in the classroom to provide pupils with opportunity to talk and for staff to teach skills that help pupils to make the right choices, ensuring a readiness to learn in a safe and happy environment.

Where inclusive classroom strategies are not able to fully meet the needs of the pupil, pastoral support programmes are available for all pupils and are individualised to meet their needs. This level of support would be agreed through consultation with staff, parents/carers and pupil.

Reasonable adjustments are made for pupils with SEND needs, high quality teaching strategies are put in place and used within the classroom to enable pupils to achieve. However, poor behaviour will be addressed in line with the behaviour pathway to promote a fully inclusive ethos in which we promote throughout our curriculum. In regard to sanctions, pupils with SEND can still



receive sanctions in accordance with what their negative behaviour has demonstrated however adjustments may be made when needed.

Ensuring the safety of pupils and staff

In circumstances where a pupil is about to put themselves or others in danger through their actions, then reasonable force will be implemented by a trained member of staff to prevent harm to the pupil, other pupils or staff. Following the incident, parents/carers will be informed and any support deemed necessary for the pupil, will be put in place. (See Positive Handling Policy)

Leaving school grounds without permission

If a pupil leaves school grounds, the staff will not follow after them as this can put the pupil in further danger. A member of staff will remain at a safe distance and the police will be called. The parents/carers will be informed immediately.

Following an incident of this nature, a fixed term suspension will be considered. An appropriate support plan will be implemented for the pupil and a risk assessment compiled by the Headteacher. These documents will be shared and discussed with pupil, parents/carers and staff and will be reviewed within an agreed timeframe.

Physical assaults on adults

At Walkwood Church of England Middle School, we take incidents of violence toward staff very seriously. Trained staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy. Only staff who have been trained in physical restraint should restrain a child. All staff report incidents directly to the Headteacher and record it formally in the Positive Handling Record Book, which is kept by the Headteacher. Parents/carers will be informed.

Whilst incidences of violence towards staff are wholly unacceptable, we are a nurturing school that values each child under our care. Children who physically assault adults may do this for several reasons but as adults we show compassion and care for the child and work with all parties to identify why the incident occurred. Such incidents can lead to an exclusion. Furthermore, a plan around a child will be created to enable the staff to best support the child moving forward; working closely with parents/carers.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.



Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and/or Allegations of Abuse against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

Mobile phones

Mobile phones are permitted in school but will be stored securely in a tutor group phone box and kept in the school office. Pupils are to hand these in at the start on the day, as soon as they arrive in school. The phones are returned to the tutor group to be collected at the end of the school day.

If a pupil is caught using a mobile phone in school during school hours (8:30am -3:40pm), then staff have the right to confiscate the mobile phone immediately. Once confiscated, the mobile phone will be placed in the school office until the end of the day. On the first occasion that this happens, the pupil will be able to collect the mobile phone at the end of the school day and parents will be notified. On subsequent occasions the phone will be held at reception until collected by the parent/carer.

If a pupil is caught taking photographs/videos on their mobile in school they will be asked to delete all images immediately and the phone will be confiscated as this is in breach of our safeguarding policy. The pupil will automatically receive an after-school detention with a member of the Pastoral Team contacting parents/carers.

Should a pupil upload material taken whilst in school to any form of social media they will receive a period of time in the Reflection Room and parents/carers requested to attend a meeting with the Pastoral Team. They will not be allowed to bring a phone to school for the remainder of that term. The matter may also be referred to the police should the content of the upload further breach safeguarding measures and may also lead to exclusion.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:



- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Anti-bullying: Walkwood Church of England Middle School Statement

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the Anti-bullying Policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that can occur both in school and during remote learning.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Definition of bullying

Bullying is the use of repeated verbal and/or physical aggression with the intention of hurting another person either physically or emotionally. Bullying results in pain and distress to the victim, which is in direct contradiction of our school values and ethos.



At Walkwood Church of England Middle School, we define bullying to our pupils as, “Behaviour by an individual or group, repeated consistently over time, which intentionally hurts another individual or group, either physically or emotionally”

Bullying may be:

- **Emotional** - Being unfriendly, excluding, tormenting
- **Physical** - Pushing, kicking, hitting, punching or any use of violence, including threats with a weapon, damaging personal property and theft or extortion
- **Prejudice-based and discriminatory, including:**
 - **Racial**
 - **Faith based**
 - **Gendered (sexist)**
 - **Homophobic/biphobic**
 - **Transphobic**
 - **Disability-based**
 - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic.
- **Sexual** –Explicit sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching.
- **Sexist** - Abuse focusing on a person’s gender – including inappropriate gender specific language
- **Direct or indirect verbal** - Name-calling, sarcasm, spreading rumours, teasing
- **Cyber bullying** - All areas of internet (such as facebook, email & internet chat room) misuse, mobile threats by text
- **Visual/written** – For example, graffiti, gestures, wearing racist insignia
- **Child on Child**

Pupils are made aware that discriminating, teasing or bullying someone is unacceptable in any circumstance and will be taken seriously. The Child Friendly Anti-bullying Policy is shared with all pupils in school and referred to as required.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Child on child abuse (see Child Protection Policy)



Child on child abuse includes bullying, sexual violence and harassment, initiation/hazing and sexting. Any form of peer on peer abuse will be taken seriously; immediate action will be implemented to investigate any claims or concerns and appropriate action taken by the Safeguarding Team. Dependent upon the context of the incident, it may be necessary to inform other agencies i.e police.

Sexual violence and harassment

'Unwanted conduct of a sexual nature' that can occur online and offline (both physically and verbally).

DFE, Sexual violence and sexual harassment between children in schools and colleges, May 2018

Hazing/initiation

Any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate

Reporting bullying

Pupils

Through PSHE lessons and other school initiatives, pupils are taught what bullying is and how to identify and report bullying what they believe is happening to them or someone they know. It is made clear that bullying in any form is not acceptable. Furthermore, pupils are also educated that they should never be bystanders of bullying but should report it to an adult in an appropriate manner.

Pupils who feel that they are being bullied, should report their concerns to an adult in school and/or their parents/carers.

They can speak directly to their tutor teacher or they may wish to approach another adult in school i.e. the Pastoral Team or Senior Leadership Team. Pupils can use ePraise to report a concern which sends directly to the safeguarding team.

If a child reports the issue to their parent/carer at home, we advise the adult to report to the tutor teacher/Headteacher/Safeguarding Team immediately, either face to face, via a telephone call or email.

All Staff

All staff have the responsibility to:

- Uphold a whole school approach that sexual violence and sexual harassment is always wrong
- Promote healthy and respectful relationships
- Model what respectful behaviour looks like



- Promote confidence and self-esteem in all pupils
- Model appropriate behaviour in relationship with other staff and with pupils.
- Promote the use of a range of learning styles and strategies which challenge bullying behaviour
- Address any form of peer on peer abuse immediately
- Take appropriate action (complete log of concern on CPOMS)

Safeguarding Team

- The Headteacher and Safeguarding Team have overall responsibility for implementing the Anti-bullying Policy and that the school upholds its duty to promote the safety and well-being of all young people.
 - Contact names:
 - Headteacher – Mrs C Lowe (SLT/DDSL)
 - Assistant Headteacher – Mr S West (SLT/DDSL)
 - Pastoral Coordinator- Mrs G McKenna (SLT/DSL)
- If a concern of abuse is raised, this will be immediately investigated and logged on CPOMS. Appropriate actions implemented dependent upon the nature of the case. It will be monitored over an agreed period of time to ensure the matter has been effectively addressed and resolved.
- The Safeguarding Team will develop and maintain links with outside agencies that will effectively support the school and pupils
- The Headteacher will report any instances of Child on Child abuse, bullying or concerning behaviour to the Governing Body through Full Governor Meetings every term.

Parents/carers

We advise parents/carers to look out for possible signs and indicators of bullying e.g. distress, feigning illness, lack of concentration.

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’. Parents should support their child to report the bullying.
- Contact their son/daughter’s tutor teacher and a meeting with the tutor teacher and member of the Senior Leadership team will be arranged

Note:

If a serious incident/assault occurs after school or during weekends/school holidays, parents should contact the Police and then inform school.



If cyber bullying via social media takes place after school or during weekends/school holidays, pupils/parents must evidence the details through a screen shot and contact the social media provider and/or the police before informing the school.

Bullying (including Cyber) and its consequences are taught to every pupil through our PSHE & ICT programmes of study. The school will also share relevant updates with parents during the year via the school newsletter and open afternoons. Parents must also take responsibility to educate and advocate the safe and acceptable use of the internet and social media via monitoring their child's use outside of school hours.

Responding to bullying

When a potential instance of bullying has been reported, the following actions will be taken:

1. Staff will record the incident on CPOMS
2. Safeguarding Team will monitor incident reporting forms and information given in order to take appropriate action.
3. Support will be offered to the victim throughout the process and this will be discussed and agreed with parents/carers.
4. Support will be offered to the perpetrator throughout the process and this will be discussed and agreed with parents/carers.
5. Parents and carers will be kept updated throughout the process
6. Safeguarding Team will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.
7. A Safeguarding Team member will produce termly reports summarising the information to the Governing Body

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school's central system and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.



Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school. When an incident occurs, pupils are educated in the first instance, parents of both parties informed and the situation is then closely monitored.

The Headteacher regularly reports incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

We use a range of measures to prevent and tackle bullying including:

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This is available on the school website or school office. Pupils have access to this document in their classrooms.
- The PHSE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- The tutor teacher provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Pastoral programmes are available to support the pupil.
- Involving pupils in developing school-wide anti-bullying initiatives through consultation with groups.



- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Anti-Bullying ambassadors in school to promote the message of kindness and respect. ABA's will promote the anti-bullying message, be our pupil voice to help develop a whole school approach to anti-bullying.

Support for pupils who have experienced bullying

Where a pupil has experienced any form of bullying, pastoral support will be put in place in consultation with parents/carers. This will be regularly monitored and reviewed. Where other agencies need to be involved, this will be implemented. All support will be individualised to the pupil and context of the incident.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and lunchtime supervisors) receive regular training on all aspects of the Behaviour and Anti-bullying policy. Behaviour Management will also form part of continuing professional development.

Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported to the Governing Body.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Links with other policies

- Child protection and Safeguarding Policy
- Positive Handling Policy
- Child Protection Policy

