Behaviour and anti- bullying Policy 2026-2027

'Who is strong?
One who has self-control'
(Ethics of the fathers 4:1)

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Core Purpose Statement

- **It is the right of every child** at Simon Marks Jewish Primary School to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- **It is the right of every teacher and adult** at Simon Marks Jewish Primary School to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- **It is the right of every parent** to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our communities.

At Simon Marks Jewish Primary School we:

- Teach responsible behaviour to our pupils using a range of strategies.
- Raise pupil self esteem and awareness of wider community and societal expectations of good manners and personal conduct.
- Be explicit about what adults and pupils in the school can expect from each other.
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.
- Ensure that our school communities can work free from intimidation and bullying by acting robustly when issues arise.

Aims of Simon Marks Jewish Primary School:

- To provide the highest standards of education through effective teaching and learning for all pupils with a broad, balanced and personalised curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, sexuality, special educational needs, religion, culture or ability.
- To encourage and develop independent thinking, life long learning, self-esteem and confidence, alongside respect and support for others.
- To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviours which are not acceptable and to challenge them e.g. their role as a bystander
- Provide a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing environment.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To further encourage teamwork amongst the staff.
- To create a school ethos that encourages children to disclose bullying incidents.
- To raise awareness in the school community of what bullying is and that bullying is unacceptable behaviour.
- To support those who are affected by bullying behaviour and for those involved in bullying behaviour.

Core strategies for ensuring outstanding behaviour at Simon Marks Jewish Primary School:

This document outlines a hierarchy that will ensure the appropriate degree of seriousness is attached to incidents through the fair and consistent use of both the sanction and the staff members who are involved.
All members of our school community have a responsibility to proactively ensure adherence to whole school behaviour expectations. **To ignore an incident is to condone it.**

Staff Responsibilities
Staff ensure positive learning behaviour through:

Implementation of best practice in learning and teaching:

- *Quality first teaching* (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning as well as lessons which are in process.
- *Marking which provides feedback*, achievable targets that encourage positive learning and 'can do' attitudes as well as marking that elicits a response and dialogue between teacher and pupil.
- *Avoiding an over reliance on 'time out'* in other classrooms as this admits a teachers inability to cope, undermines their authority, severely restricts learning opportunities and quick re-integration and can cause greater disruption to other classes. A class teacher needs to assert initial authority over a situation, setting behaviour expectations to other children. The exceptions to this are Stage 3 behaviours (Sanctions).

By building positive relationships:

- *Rewards* – e.g. actively noticing good behaviour, such as lining up at the end of break and lunch points leading to a fun activity, class table points/marbles, golden star award, positive messages to parents (teachers select their class rewards systems).
- *Good relationships with parents* by being available in the playground at the start & end of the day, taking concerns seriously and by informing them of good behaviour and learning success as well as behaviour which is a concern.
- *Remembering a teachers own role in the behaviour of a class* & being aware of the reason that may lie behind certain behaviours e.g. through inappropriate activity, lack of challenge, or timetabling, teacher tiredness, excitement over planned events, breaks in routine, accessibility of resources, building positive & quality relationships,
- *Balance of reward & sanction* – not punishing a whole class for the actions of individuals and knowing that sometimes telling off is enough.
- *Knowing the children as individuals.* This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems

By modelling and teaching learning behaviours

- *Helping children become independent and active learners,* by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, with support from the teacher.
- By refusing to engage in shouting matches and knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions *e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'*
- By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations *e.g. 'I understand that you are upset but you are disturbing the learning of other children and I cannot allow you to do that' / 'You kicked someone and even though you were provoked it is still unacceptable'*
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By utilising a variety of positive redirection techniques (see Appendix B) e.g. choice direction e.g. 'You can either complete this work now or you can complete it at playtime, it is your choice.'
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again
- By taking pupil concerns seriously and applying the schools policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults.

By ensuring consistency of expectation from all stakeholders

- Referring to school rights and responsibilities displayed in common areas
- All adults being proactive in ensuring that children from Nursery to Year 6 are expected to enter and leave assembly and to *walk* around the school *silently* in *single file* with hands by their sides to avoid touching others
- *Ensuring that when a sanction is used it is fair and appropriate* for the action
- Negotiating class rights and responsibilities with the children at the beginning of a school year and displaying these in the classroom. These should take the form of both the adult's expectations of pupils and the pupil's expectation of the adults in their class
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to ensure learning time is maximised.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong
- By active implementation of the systems and procedures outlined in this policy

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:

- **Explaining to your child** what school is for: a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- **Helping your child with his/her learning:** This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- **Supporting the school.** Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- **Acting on messages from the school**: This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- **Understanding that the school can act to prevent and stop bullying.** Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- **By not attempting to deal with issues yourself** through conversations with children or other parents in the playground.
- **Understanding that children also learn from watching the behaviour and actions of their parents and siblings:** If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- **Sending your child to school on time: Every day.** If he/she is not well enough to come make sure that he/she returns at the earliest opportunity
- **Sending your child to school ready to learn:** Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- **Communicating with the school** any special medical needs: Or any special circumstances at home that may affect your child's learning.

Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children. It is not acceptable for parents to approach staff when they are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Deputy or Head teacher. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

The Child's Responsibilities

Rights and responsibilities are present in each classroom.

The core expectation of behaviours we require from children at Simon Marks Jewish Primary School, in and out of the classroom are:

- Respecting myself, other people and our school property.
- Being a friend to myself and others.
- Listening to adults and doing the right thing the first time.
- Taking responsibility for my actions and my learning.
- Children are only allowed in the school building under adult supervision.
- Always follow instructions given by a Simon Marks member of staff

Reward Systems & Support Mechanisms

The most effective form of behaviour management is one, which notices where good behaviour is occurring and promotes it.

At Simon Marks Jewish Primary School, we actively praise behaviours which are supportive of positive learning climate. Children are given roles and responsibilities such as peer mediating, peer reading, school council membership and an on-going learning dialogue provided within our marking policy and monitoring processes to support a growing sense of self responsibility.

Within each classroom there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, positive contact with parents, achievement charts or for an earned goal over a period of time, extra playtime.

In order to support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in correcting behaviour, which is to the learning detriment of pupils.

Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of exclusion, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home
- Pastoral Support Programmes for children who are identified to be at risk of exclusion including the involvement of external agencies and our school learning mentor
- Social skills groups for children who present particular difficulties.
- Restorative justice meetings for pupils facilitated by the Learning Mentor/ Senior Member of staff
- Re-integration meetings with pupils returning from exclusion
- Organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas
- Alternative play opportunities at lunchtime for children who find the long period difficult.
- Engaging with outside agencies for support.

Sanctions

The sanctions ladder (Appendix A) outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school.

Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer. The wearing of inappropriate clothing or shoes as outlined in the Simon Marks Jewish Primary School, dress codes will result in a letter home, or the child being sent home with the parent to change unless previous arrangements have been made. Repeated uniform violations will require the involvement of the Head teacher/Deputies.

Repeated absence or lateness as recorded by school systems will trigger interventions by the Educational Welfare Officer.

All staff has an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. Only the Head teacher can undertake exclusions.

External Exclusion will only be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other students or staff.

Behaviour Outside of School

Simon Marks Jewish Primary School, expects pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off site trips and visits. For behaviour outside of school but not on school business, sanctions will apply if there is a clear link between that behaviour and damage to the reputation of the school or maintaining good behaviour and discipline amongst the pupil body as a whole.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated safeguarding officers.
If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection lead immediately.

Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services. The school will always seek advice where there is a serious concern.

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

The term ‘bullying’ has changed over time. The Department for Education defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person bullied feeling defenceless.

The Anti-Bullying Alliance defines bullying as:

- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power

Bullying can be physical, verbal or emotional by a single person or a gang.

There are four main types of bullying. All of these types of bullying can take the form of Homophobic/Racist/Ability or gender based bullying:

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad

Physical: Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider

Cyber: With the technology age a new type of bullying was born; Cyber Bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails (*see also appendix E which details the schools response to Cyber Bullying)*

What can the school do?
We encourage all children to approach adults when they are upset. Where bullying is suspected teachers will speak to all the children involved and try to find out the cause of the issue. This process will often involve discussions about what happened and why. Children will be encouraged to understand what has gone wrong, reflect and confront the impact of what they have done. All serious reported incidents are recorded on ‘blue forms’ which are regularly reviewed. If there are repeated issues involving the same child then the school uses social skills groups, learning mentors, increased playground supervision including peer mediators, circle (social and citizenship) times in class, lunchtime clubs and on rare occasions of serious & sustained bullying children can be excluded.

Strategies for Reducing and Eliminating Bullying

Reasons for being a victim of bullying may include:

- Race / Gender / Class/ Sexuality
- New child in school
- Child with family crisis
- Disability or difference of any kind
- Children who are not assertive (timid), unlikely to fight back, children with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may include:

- Victim of violence
- Enjoyment of power / creating fear
- Low self esteem
- Copying behaviour seen at home or on television

We firmly believe that prevention is better than cure, so we:

- Have organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas
- Use of peer mediators, learning mentors and playground buddies
- Have a lunchtime time alternative club for pupil's who struggle to cope in the playground.
- Regular training for staff in behaviour management, including identifying and dealing with bullying
- A Personal Social, Health & Citizenship Education curriculum which addresses social issues such as bullying and an annual anti bullying week
- Regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed
- Use external agencies in the form of social skills groups, anger management and individual therapy for pupils via Norwood
- Each class has a 'Problem & Praise Box' through which children are provided with a further opportunity to report bullying and anxieties.
- Pupils are regularly reminded of our referral systems for bullying: self referral (this is when a child is directly involved in an incident); peer referral (when a child has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all pupils if they feel victimised.
- We actively follow-up all incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken.

Advice for Parents / Carers:

Try to keep a perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. Children also make 'mistakes' on their journey and it is our duty to show then appropriate behaviours and appropriate ways of behaving in different circumstances. This does not always equate to bullying and both sides of a story need to be heard before anything can be assumed.

Follow the school procedures for dealing with incidents and don't try to deal with them yourself which poses the risk of being accused of bullying yourself. Parents who approach other children or parents about issues very often make the situation much worse. Don't give permission for bullying by encouraging children to hit back, or to 'toughen up'.

Procedure for Dealing with Bullying

- All complaints to go to the Class Teacher or Learning Mentor before reporting it to the Deputy Headteachers then Headteacher as class teachers are often best placed to have a deeper understanding of the situation and to investigate.
- This member of school staff should establish the circumstances of the incident(s) by speaking to any adults or pupils who witnessed it. Records should be made of the content of the discussions and witness statements taken where appropriate.
- Stress that watching and doing nothing is supporting (some children prefer this as an option).
- Be aware and directly tackle any racist, sexist or homophobic/transphobic language. This is unacceptable in our school.
- Decide whether the incident constitutes bullying. Any incident involving aggression or verbal abuse must be recorded using a blue form (see appendix A)

- Involve parents and explain action taken, why and what they can do to reinforce and support. Communicate report to parents and make a record of all contact with parents using a yellow form.
- Give support to both the victim and the bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition).
- Reward non-aggressive behaviour and help children to see other points of view: "How would you feel if….."
- Follow up, to support victim and prevent reoccurrence (monitor closely) involving the Learning Mentor where appropriate.
- Make clear to parent unacceptability of bullying, eg. no 'hit him back' attitude.

Appendix A

Sanctions Ladder

	Behaviour	Appropriate Sanctions	Comments
Stage 1 – Aggravations	• Calling out • Wandering about classroom • Running in the school building • Not putting hand up to talk • Interrupting other pupils • Ignoring minor instructions • Silly noises/Minor Annoyances • Pushing in the line • Talking during silent work • Minor Playground Incidents	• Eye contact • Reminders • Verbal telling off • Statement of inappropriate behaviour and consequences for repeating it • Change of seating • Name written on board • 5 Minute playground cool down period • Tactically ignore	Not recorded. No other staff members involved. Peer Mediators TA & Teachers on duty deal with playground incidents After 3 repetitions within a small time frame then move to stage 2
Stage 2 – Less Serious	• Repeated stage 1 behaviour • Eating sweets in school • Refusal to work/Unacceptable output • Deliberate disruption • Accidental damage through carelessness • Cheek, off hand comments • Minor challenge to authority • Minor, non directed swearing • Repeatedly annoying other children • Playground skirmish • Being in a building unauthorised • Spitting	• Separation from the rest of the class within classroom • Writing a letter of apology during playtime/break time • Child to stand apart from class group • 5 - 20 minute Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour frame • Repair/clean up of damage.	Peer Mediators TA/Teacher on duty to report playground incident to class teacher Repeated incidents within a short time frame to be reported to DHT.
Stage 3 – More Serious	• Repeated Stage 2 Behaviour • Deliberately throwing small objects with intention of harming or breaking them. • Harming someone • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks • Deliberate rudeness to adults • Harmful/offensive name calling/Directed swearing at another child • Bullying including cyber bullying • Less serious playground incidents/fighting	• Informal contact with parents by class teacher • Separation from the rest of the class • External from classroom • Writing a letter of apology during playtime/break time • Behaviour chart/ ‘On report’ monitored by a senior member of staff and a copy sent home at end of week to parent • Internal exclusion/Playground exclusion/ complete pupil behaviour frame • Withdrawal from whole school events e.g. trips	Parental contact recorded on yellow form & circulated (kept on file) Reported to SLT repeated incidents within a short time frame to be reported immediately to Deputy Head teacher/Head teacher

	Behaviour	Appropriate Sanctions	Comments
Stage 4 – Very Serious	• Repeated Stage 3 Behaviour • Repeatedly leaving the classroom without permission • Fighting in the classroom • More serious playground incidents/fighting • Serious fighting & intentional physical harm to other children • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse/swearing to any staff or parent • Bringing the school into disrepute e.g. on public transport, locality. • Vandalism/Graffiti • Stealing • Persistent or serious bullying including cyber bullying • Racist/Homophobic incidents • Truancy • Malicious or inappropriate use of new technologies (see also ICT policy)	• Formal telephone call/contact/ letter/ meeting with parents by above. • Possible recompense for damaged property from parent • School 'community service' • Behaviour chart/ 'On report' monitored by a senior member of staff copy sent home at end of week to parent • Daily home school behaviour book • Possible denial of technology access rights • Possible fixed term exclusion up to 15 days/Permanent exclusion • Exclusion from site at lunchtimes • After school/Weekend detentions • Withdrawal from whole school events e.g. trips • Internal exclusions	Requires immediate involvement of Head teacher/Deputy • If persistent place on SEN register (PSP) • Involvement of outside agencies • Incidents recorded on blue form & circulated or through agreed behaviour book (to be kept on file) • Parental contact recorded on yellow form & circulated
Stage 5 – Extremely Serious	• Repeated Stage 4 Behaviour • Extreme danger or violence • Very serious challenge to authority • Verbal physical abuse to any staff • Running out of school • Possession of a weapon considered being dangerous by an adult at Simon Marks Jewish primary school • Possession of illegal drugs or substances portrayed or believed to be a danger to pupils' well being by an adult at Simon Marks Jewish primary school.	Immediate Exclusion fixed term or permanent.	Requires immediate involvement of Head teacher/Deputy Parallel Procedures for official out of school activities (PRU)

Positive Redirection Strategies For the Classroom

- **Tactical Ignoring** for a short period of time
- **Tactical pausing** – pause emphasises attention and focus
- **Non Verbal Cueing** – a clear, discussed cue that gives message
- **Take up Time** – providing time for the pupil to follow instructions. Check back instruction has been completed
- **Name Reminder** – Integrate name into teacher talk
- **Proximity Praise** – praising a pupil for following expectation to direct another pupil without drawing attention to the undesired behaviour
- **Distraction/Diversion** – keep brief so it does not become too distracting!
- **Behavioural Direction** – use name to initiate attention, focus behaviour required rather than what is going wrong, finish with thanks, keep direction brief
- **Rule Reminder** – Do not have to give the rule each time, Could ask question 'what is our rule for….?'
- **When you have……then you can……**Keep focus on desired outcome
- **Partial agreement** – partially agree then redirects. Keep focus on required behaviour and not discussion. I understand that you feel/think…but I would like you to……..
- **Stuck Record** – repeating the directing keeping the voice calm, without getting drawn into discussion e.g. 'I would like you to……' 'The rule is…….'
- **Direct Questions** - 'what' when' how rather than why are you? Moving the responsibility for behaviour to the pupil
- **Directed choices** – within known rules or routines – refer back to rights, roles and responsibilities
- **Assertive comment/direction/ command** – degrees of assertion in language and voice. Clear, calm voice. Voice may be louder than normal . Non aggressive eye contact.

Cyber Bullying: Supplementary Advice and Guidance

What are the different types of cyber bullying?

There are lots of different ways that someone can experience bullying through the internet or mobile phones. Some of them are really subtle, so it might be difficult to realise what is happening.

Text messages
Sending abusive, nasty or threatening text messages to someone is a type of bullying. This could include sharing those texts with other people who might join in the bullying.

Sexting
Sexting is when someone takes a sexually explicit picture or video of themselves and then sends it to someone else. Sometimes people who are trying to bully someone may ask for these kinds of images so they can send them on to other people. Any incidents of sexting involving children will be dealt with in line with our safeguarding policy and processes.

Email
Sending abusive emails is a type of bullying. Sometimes those emails might be shared with other people who could join in the bullying. Sending computer viruses or hurtful videos and pictures by email is also online bullying.

Instant messaging (IM) and chat rooms
Sometimes people might get nasty messages when they are using instant messaging or chat rooms. Sending those types of messages using someone else's account without their permission is also online bullying.

Social networking sites
Social networks can be used in lots of different ways to bully someone. Learn more about how to stop bullying on different social networking sites like Facebook, Twitter, Tumblr, Instagram, YouTube and many more. Children under the age of 12 are not permitted to hold a Facebook account.

Online gaming
Being abusive towards someone or harassing them on an online multi-player gaming site is also a kind of online bullying.

Abusing personal information
Sometimes people involved in bullying might post someone else's photos or personal information without that person's permission. This could include pretending to be someone else and writing fake comments or blogs.

School staff
School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.

- Ensure you understand your school's policies on the use of social media, Childnet's 'Using Technology' guide has more information on what to be aware of.
- Do not leave a computer or any other device logged in when you are away from your desk.
- Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.

Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member.

The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

Kidscape has also produced best practice advice and guidelines for professionals. The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at www.antibullyingpro.com.

School staff should expect the school to react quickly to reported incidents or support the member of staff concerned to do so. It is also important that staff who are harassed in this way receive support and information enabling them to access appropriate personal support. The school will endeavour to approach internet providers or other agencies on their behalf in order to request that the inappropriate material is removed. The internet provider may only accept a request from the victim. However, the school may want to take action if it is on a school website or email address.

If it is necessary for the person being bullied to contact the service providers directly, the school may provide support. This might apply, for example, in cases of identity theft, impersonation or abuse via a mobile phone service.

Getting offensive content taken down

If online content is offensive or inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, the staff member should use the tools on the social networking site directly to make a report.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a service provider, it is important to be clear about where the content is; for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

Appendix D

Homophobic Bullying: Supplementary Advice and Guidance

Tackling homophobic bullying and celebrating difference in our schools

What is homophobic language?

Homophobic language means terms of abuse that are often used towards lesbian, gay and bisexual people, as well as referring to something or someone as inferior.
Any homophobic language used in our schools must be addressed immediately. Informing children why it's wrong and how it can be hurtful and offensive is paramount in ensuring a safe and secure environment for all our children. It's OK to explain what words such as- gay, lesbian, bi-sexual mean to children in an age-appropriate manner. Celebrating differences at our school must be at the forefront of everything we do. We believe that ignoring them or saying you can't tell them won't help. All staff must take a consistent approach to homophobic language, like all other forms of discriminatory language.

Here are a few examples of language stems to support you in tacking homophobic bullying:

- *"At our school we believe that everyone is special and we should celebrate our differences. We do not use the word gay/lesbian etc in a negative way."*
- *"Our school policy states that we are all responsible for making the school a safe place for children and teachers. That kind of language is homophobic and will make people feel unsafe. Therefore it is not acceptable."*
- *"Have you ever considered what it must be like for gay people to hear that kind of language? How do you think it is going to make them feel?"*
- *"You cannot tell whether someone is gay or straight just from how they look or behave."*
- *"I am really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone, with respect and that it is therefore wrong to use such homophobic language."*
- *"That kind of language is homophobic and you know it is against school policy to make homophobic remarks. Homophobia is as bad as racism and sexism."*
- *"How do you think Julie feels hearing you talk about her mum like that? How do you think her mum would feel? Would you like it if someone were talking about your mum?"*

- *“It does not matter whether someone has two mums or two dads. The important thing is that they love and look after each other and that they love and look after their children.”*

Appendix E

Tackling Anti- Semitic behaviour/ Language

Anti-Semitic language means terms of abuse that are used towards Jewish people, as well as referring to something or someone as inferior.

Any Anti-Semitic language used in our schools must be addressed immediately. Informing children why it’s wrong and how it can be hurtful and offensive is paramount in ensuring a safe and secure environment for all our children. Celebrating differences at our school must be at the forefront of everything we do. We believe that ignoring them or saying you can’t tell them won’t help. All staff must take a consistent approach to Anti-Semitic language, like all other forms of discriminatory language.
Our children need to be educated and develop socially in a safe and secure environment with due care and respect for their culture and beliefs,
Children need to be able to talk about any Anti-Semitic comments or issues both in school and in the wider community. The school will always report any form of Anti-Semitic abuse to the relevant authorities and regards any such behaviours as offensive hate crimes.