



CLAYESMORE  
PREP

# Year 3 - 8 PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

Responsibility: Assistant Head Year 3-6 and Year 7 & 8  
Date of this version: January 2025  
Reviewed: By SLT annually  
NMS reference: Part G

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## BACKGROUND

1. This policy accords with the Equality Act 2010 (including issues relating to pupils with SEND), the Independent Schools Standards Regulations 2014 Part 3 Paragraph 9 (a - c), Part G and Standard 15, 16 and 17 Boarding Schools National Minimum Standards made under section 87 of the Children Act 1989. It applies throughout the Prep School. The policy below covers all aspects of behaviour management and seeks to provide a set of clear guidelines for all members of the school community, in order to allow academic and social development to progress unhindered by any unacceptable behaviour. It covers the sanctions to be adopted in the event of pupil misbehaviour, the arrangements for the effective implementation of the policy and the system for record-keeping.

## AIMS

2. This policy seeks actively to promote the wellbeing of pupils by:
  - a. helping all pupils to develop good habits which over time foster their physical and mental health and their emotional wellbeing;
  - b. protecting all pupils from harm and neglect;
  - c. helping them all develop the skills to enable them, over time, to enjoy both social and economic wellbeing.
3. We aim to promote a hardworking, well-mannered and contented group of children who realise their own potential and recognise the talents of others and who practise self-discipline to the greatest extent possible. We aim to achieve this by the following measures:
  - a. ensuring high levels of self-esteem and self-discipline;
  - b. reinforcing positive behaviour;
  - c. promoting individual and collective responsibility;
  - d. developing positive attitudes to learning;
  - e. having high expectations, but also considering the needs of those with individual needs and/or disabilities;
  - f. fostering strong links between pupils, parents and teachers.

## SCOPE OF THE POLICY

4. This policy is relevant to all pupils in Clayesmore Prep School.
5. All staff must also have a thorough understanding of its content and implications allowing them to support all pupils.

## PUPIL CODE OF CONDUCT

6. The school follows a simple code of behaviour. The code of conduct is displayed around the school, in the pupil planner and in the school calendar.
  - a. I am respectful  
I am hardworking  
I am kind...  
...I am a Clayesmorian

## PUPIL VOICE

7. At Clayesmore it is recognised that hearing a pupil's perspective is important and where appropriate, should be considered in decision making.
8. There are many opportunities for a pupil's voice to be heard alongside the everyday interactions with staff. They include:

- a. School Council to discuss and bring ideas from the whole school community, including the senior school
  - b. Regular tutor group sessions
  - c. Year group assemblies
  - d. Whole school assemblies
  - e. Boarders' Council
  - f. Red Box for suggestions
  - g. Year 8 pupil committees to assist with event planning e.g. Christmas Disco and Christmas Fair
9. Pupils from different year groups have different responsibilities which are views as an opportunity to demonstrate a positive impact on Clayesmore Prep School. Examples of these opportunities are:
- a. Year 3 - 6
    - i. Tutor Form Captains
    - ii. choose a local and national charity to support
  - b. Year 7
    - i. Librarians
    - ii. Arts and DT monitors
    - iii. Reading with pupils in Year 3 & 4
    - iv. choose an international charity to support
  - c. Year 8
    - i. Head Boy, Head Girls and House Prefects (for Year 3-8)
    - ii. Librarians
    - iii. Sports captains for each team sport
    - iv. choose an international charity to support

## THE ROLE OF STAFF

10. One of the most valuable assets of any school is its staff. At Clayesmore there is a wide range of highly-trained adults involved in the education of our pupils, all of whom have an important role to play in creating the correct atmosphere for our pupils to thrive within.
11. There is a moral and social responsibility for all adults to seek to resolve altercations in a positive and constructive manner and also to view behavioural issues as part of the school's learning process. The school expects all the staff to set high standards for our pupils to follow. The staff are among the principal role models for our pupils and should therefore always lead by example.
12. It is the responsibility of all the staff to act immediately and appropriately upon any kind of behavioural incident that presents itself. Swift intervention in an incident can usually resolve most issues satisfactorily and often prevents incidents from escalating.
13. All staff have a responsibility with regard to discipline in school and have the statutory authority to discipline pupils whose behaviour is unacceptable. This responsibility applies in school and elsewhere when in charge of children, for example when on school trips or fixtures.
14. The CPS Pastoral Monitoring Group is in regular contact with each other and meets weekly to discuss particular pupils and to provide support and strategies to help pupils. The group consists of both Assistant Heads, Deputy Head (Pastoral), Head Sister, Senior Matron and Houseparent. A record is kept of the discussion which is shared with SLT.

## DISCIPLINE OFF SITE

15. Staff may discipline pupils for any misbehaviour outside school premises in any of the following circumstances:
  - a. when taking part in any school-organised or school-related activity;

- b. when travelling to or from school;
  - c. when travelling on school transport or as a school group;
  - d. wearing the school uniform;
  - e. when pupils are in some other way identifiable as a pupil at the school.
16. Irrespective of the conditions above, staff may discipline pupils outside their school in the following circumstances:
- a. if the pupil's actions could have repercussions for the orderly running of the school;
  - b. if the pupil's actions pose a threat to another pupil or member of the public;
  - c. if the pupil's actions could adversely affect the reputation of the school.

## RIGHT OF SEARCH

17. Under DfE guidance (January 2018) from "[Searching, screening and confiscation](#)", we recognise pupils' right to privacy and understand it is preferable for the pupil to be present if it is necessary for their belongings to be searched. However, when related to "prohibited items" such as those below and the danger this may cause to pupils, the school has the power to search without consent where there are reasonable grounds to suspect a child may be in possession of such an item. Prohibited items include the following:
- a. knives and weapons;
  - b. alcohol;
  - c. illegal drugs;
  - d. stolen items;
  - e. tobacco and other smoking materials;
  - f. fireworks;
  - g. pornographic images;
  - h. any article that has been or is likely to be used to commit an offence, or to cause personal injury or damage to property;
  - i. any item banned by the Head which has been publicised as being a banned and searchable item.
18. [Search and confiscation policy](#)

## REWARDS

19. Appropriate rewards are an important element of our work to help children develop the habit of self-discipline. Rewards available to staff are as follows, together with guidance on their use. A different system is used in the boarding house, see Appendix 1.

## Team Points

20. Team points should be awarded for good work in lessons, for acts of kindness or citizenship or for demonstrating Attitudes to Learning.
- a. A maximum of two team points may be awarded for any one piece of work or action. For work or action that merits more significant reward, a Commendation is available (see below).
  - b. Team points are awarded either by means of a slip given directly to the pupil, or by a signed note in the pupil's planner.
  - c. Pupils will hand in their team point slips to their form tutor throughout the week according to the system adopted by the form tutor.
  - d. Each week, the tutors will collate the team point slips and put the figures into iSAMS.

- e. Bronze, silver, gold and platinum badges will be awarded to pupils in assembly when they have obtained the appropriate number of team points.
- f. Pupils in Year 7 & 8 have the additional incentive of receiving a voucher to visit The Writer's Block upon receiving a team point badge.
- g. The Team Point Cup will be presented weekly in assembly to the winning House and collected by the House Prefect. The cup will be displayed with the appropriate colour of ribbon in the Prep School reception area.
- h. At the end of each term, the house with the most team points will be able to have a non-uniform day at some point within the first two weeks of the following term. The SLT will use their discretion in deciding if there is anyone in the winning team who has not earned enough team points to wear non-uniform.

## Commendations

- 21. Commendations are awarded on the recommendation of any member of staff for work or actions that go beyond the scope of team points.
  - a. Staff who wish to award a Commendation should fill in a recommendation slip (available from the staff workroom) and issue it to the pupil.
  - b. The pupil will go to see an Assistant Head at a mutually convenient time to be congratulated. The Assistant Head will issue a slip for five team points and will send a letter home. A certificate will be presented in assembly.
  - c. The Commendation is logged on iSAMS and the parent(s) receive an email notifying them of the award.

## Attitudes to Learning

- 22. Teachers and tutors will promote and celebrate the development of good Attitudes to Learning in our pupils with verbal feedback, praise, encouragement, signing an Attitude to Learning slip and pupils colouring in segments of their Clayesmore compass.
  - a. Significant improvement in a pupil's Attitudes to Learning will be rewarded with a Commendation.
  - b. Selected pupils will join The Head at the Head's Table for a lunch during the week
  - c. An end of term 'Attitudes to Learning' prize will be awarded to each class.

## SANCTIONS

- 23. Inevitably there will be times when children test boundaries. In applying the following sanctions, staff will adhere to the following principles:
  - a. Responses will be proportionate and timely;
  - b. The reason why a sanction has been awarded will always be explained;
  - c. Staff will always make clear that it is the behaviour, not the child, that warrants sanction.
- 24. As with rewards, the Houseparents have the authority to apply separate sanctions for matters that apply solely to the Boarding House, see Appendix 2.

## Minor Offences

- 25. Minor offences such as calling out, late work or incorrect dress will generally be dealt with by means of a verbal reprimand from the appropriate member of staff. Children will be advised of their error and may be required to correct it.

## Behaviour Notes

26. A behaviour note can be recorded on iSAMS to inform the pupil's tutor and relevant Assistant Parent when behaviour has not been of the expected standard.
27. The tutor, Assistant Head, and House Parent if relevant, receive an email that highlights what has happened and how the teacher involved dealt with the issue.
28. The tutor will then follow up the issue and can record their conversation using a File Note on iSAMS.

## Red Cards

29. Red cards are given for minor offences, but more than when a Behaviour Note is required, if the initial reprimand and advice has not been acted upon.
  - a. Staff record the Red Card using iSAMS and should include what action they have already taken prior to giving the card, for example... *'Play fighting again after being made to sit on the bench for 10 minutes'*; *'Prep late for the 3<sup>rd</sup> week running, despite being kept in at break to catch up'*; *'Calling out in lessons despite being moved to the front of the room'*.
  - b. Red cards that have been recorded on iSAMS are monitored by the relevant Assistant Head.
  - c. Each Red Card results in a 15 minute detention during Muck (or as appropriate) with the respective Assistant Head. This is a time when the issue is discussed with the pupil(s) to understand what they have got wrong and happens as closely to the incident as possible.
  - d. Tutors will speak with their tutee about the Red Card to give advice and support.
  - e. The Tutor will make contact with parents if a pupil gets five Red Cards within a term. A record of the contact with parents is given to the tutor and recorded on iSAMS.

## Blue Cards

30. Blue cards are for more significant offences or for repeated misbehaviour.
  - a. Pupils are told they have 'received' a Blue Card and the member of staff records it using iSAMS.
  - b. Pupils are required to inform their tutor and the relevant Assistant Head within 24 hours.
  - c. Blue cards are monitored by the Assistant Heads and will know when they have been given and when to expect a pupil to speak to them.
  - d. The Assistant Head will decide an appropriate sanction.
  - e. Contact is made with the parents for each Blue Card given (with some discretion) by the Assistant Head. This contact may be informal (email or phone call) or formal (letter).
  - f. The Blue Card is recorded in iSAMS by the Assistant Head and tutors have a view of Blue Cards given to their tutees.

## Time Out Of School

31. On occasions a decision may be taken with the Head for a child to be out of school for a set amount of time, normally for one or two days.
32. This will be following a serious offence, including violence towards another pupil and damaging property.
33. This decision will be taken following the gathering of evidence and a meeting between the Head and relevant member of SLT.

## Weekly Report

34. In isolated cases, careful tracking of a pupil is needed throughout the school day to identify patterns and to record progress. When this is the case a pupil may be placed on Weekly Report.
  - a. Staff recommending a weekly report should do so via one of the Assistant Heads.
  - b. When a pupil is placed on Weekly Report their actions are tracked during the school day. The pupil must have their report card signed off after each lesson by the subject teacher, after break and lunch by the duty staff and at the end of the day by the tutor or an Assistant Head
  - c. Staff are encouraged to write positive comments on the report card when appropriate.

## Isolation

35. Pupils who disrupt teaching and/or learning will be given a warning in the first instance and then be sent from the lesson to one of the Assistant Heads or a nominated teacher to complete their school work in isolation.
  - a. Isolation of this nature will only be employed in lesson time and should not be confused with internal suspension, the procedure for which is given in the Exclusion Policy.

## Exclusion

36. In extreme cases the actions of a pupil will be so unacceptable as to warrant exclusion, either temporary or permanent. Full details of the relevant procedures are given in the school's Exclusion Policy.

## USE OF FORCE/RESTRAINT

37. There are some situations in which the use of reasonable force might be necessary to control or restrain a pupil. Such circumstances include the following:
  - a. Where action is necessary in self-defence or because there is an imminent risk of injury;
  - b. Where there is a developing risk of injury, or significant damage to property;
  - c. Where a pupil is behaving in a way that is seriously compromising good order and discipline and there is no other way to prevent it.
38. The nature of such circumstances is such that it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case, as well as the age, size, understanding and gender of the pupil. The following considerations apply:
  - a. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
  - b. Force should only be used as a last resort.
  - c. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve re-establish a safe situation.
39. Full guidance on the use of force is contained in the school's [Restraint Policy](#).

## CORPORAL PUNISHMENT

40. The school rejects the use of corporal punishment in any form.

## MALICIOUS ALLEGATIONS AGAINST STAFF

41. Pupils who are found to have made malicious allegations against staff will be treated fairly and proportionately; the nature of the offence will not be considered an aggravating factor.

## RECORD KEEPING

42. A record will be kept of the sanctions imposed upon pupils for serious misbehaviours. This will be monitored by the Head and overseen by Governors in accordance with the responsibilities under Part 8 Independent Schools Regulations 2014. Boarding staff will also maintain a record of sanctions as required by the National Minimum Standards.

## PUPIL TRANSITIONS

43. As pupils progress up the school they will find themselves with increasing freedom and therefore, perhaps, with increasing temptation. Pupils are prepared for transitions in advance of a move and are given appropriate guidance at all times as to the expectations that we have of them.

## CHILD-ON-CHILD ABUSE AND BULLYING

44. Bullying is not tolerated at Clayesmore in any form. It is the responsibility of all to prevent it happening. Child-on-child abuse is also detailed in the [Safeguarding Policy](#) and the separate [child-on-child abuse policy](#).
45. Pupils are supported in these matters and educated to understand that it is not acceptable.
46. The underlying principle of respect and understanding is adhered to through everyday life at Clayesmore and focussed on within the PSHE curriculum.

## What is bullying?

47. The Department for Education gives the following guidance on the nature of bullying in schools<sup>1</sup>:
  - a. "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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.
  - b. "Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online."

## IDENTIFYING BULLYING

48. Bullying:

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<sup>1</sup> DfE. [Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies](#), July 2017.

- a. Is sometimes a group activity
- b. May be one-off or systematic
- c. May be done in person or indirectly or manipulatively
- d. Is deliberately hostile
- e. Leads to personal distress
- f. Has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown)
- g. Can be carried out in person, or by using technology via text messaging, mobile
- h. Phone calls, offensive emails, use of digital images, messages on social networking sites etc (cyberbullying)

49. It can include:

- a. Threats of violence
- b. Actual violence
- c. Ignoring/shunning
- d. Teasing
- e. Name-calling
- f. Interfering with/ hiding property
- g. Racially offensive remarks and behaviour
- h. Sexually offensive remarks and behaviour, including comments about sexual and gender orientation
- i. Offensive remarks about disability or special educational needs
- j. Incitement or manipulation of others to commit an act of bullying
- k. Intimidating or embarrassing graffiti
- l. Ridiculing/mimicking/sarcasm
- m. Demanding money, property or favours through intimidation
- n. Deliberate damage of property or work
- o. Vandalism
- p. Intimidation
- q. Spreading false rumours
- r. Being complicit in someone else's action (e.g. as a bystander who looks the other way)

50. Physical bullying may involve:

- a. Hitting or kicking someone
- b. Jostling or pushing someone
- c. Spitting at someone
- d. Invading someone's personal space (body space)
- e. Taking or damaging or hiding someone's property
- f. Physically humiliating someone (e.g. by 'debugging' them)
- g. Invading someone's living space or intruding on their bed-space (e.g. 'bed flipping')

51. Verbal bullying may involve:

- a. Spoken comments
- b. Written notes
- c. Emails or text messages
- d. Improper use of social media and social polling sites
- e. Phone calls
- f. Defacing notices
- g. Name-calling, spreading rumours
- h. Circulating unflattering drawings or photographic images of someone

- i. Emotional bullying may involve:
  - j. Excluding other people, particularly from groups
  - k. Tormenting
  - l. Ridicule
  - m. Humiliation
  - n. Taunting.
52. Indirect or manipulative bullying may involve:
- a. Ostracising a fellow pupil by refusing to sit alongside him/her in class, in the Dining Hall etc (or by moving away when he/she comes and sits down)
  - b. The use of social networks to ostracise, marginalise or intimidate individuals
  - c. Publishing photographs or images which are intended to cause mockery or gossip
  - d. Encouraging others to become agents of physical or verbal bullying against one's intended victim
53. Racist, sexual, sexist, homophobic or transphobic bullying may involve:
- a. Spoken comments
  - b. Graffiti
  - c. Written notes
  - d. Emails
  - e. Web postings
  - f. Text messages
  - g. Phone calls
  - h. Comments about someone (their friends or a member of their family), or about a group of pupils, in which attention is drawn to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absences of intimate relationships in an individual's life), sexual orientation or gender reassignment.
  - i. In some cases, a child who is perceived by other children to be LGBT (whether they are, or not) can be just as vulnerable as children who identify as LGBT.
54. Bullying focussed on religion, culture or family background may include:
- a. Spoken comments, written notes, emails, web postings etc that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference
  - b. Comments, web postings etc that mock a particular religious or cultural tradition for the purpose of hurting an individual or group of pupils
  - c. Pejorative religious or cultural descriptors
  - d. Gossip about an individual's family circumstances
55. Electronic or cyberbullying may involve:
- a. Sending abusive, insulting or malicious emails or text messages
  - b. Posting abusive, insulting or malicious messages on websites, using blogs, personal websites, on-line polling sites etc
  - c. Using a social network site to post facts, comments or photographs of someone with the intention to embarrass or belittle them in the eyes of others
  - d. Indulging in malicious or spiteful conversations in chat-rooms or on social networking sites
  - e. Spreading abuse, malice or scurrilous gossip by other electronic means
  - f. Hacking into social networking sites and adding or removing personal material
  - g. filming fights or assaults ('happy slapping') using mobile phone cameras etc and circulating electronically
  - h. Making repeated silent calls to a mobile phone or leaving abusive messages on voicemail

56. 'Fraping', using someone else's mobile phone, email or social networking account (or using a pseudonym) for anonymity when indulging in such bullying compounds the abuse. Many children perceive this behaviour as a 'practical joke' rather than bullying. It is vitally important that this misconception/erroneous description of such activity never passes unchallenged when it is uncovered.
57. Sharing of nude or semi-nude images and text is unfortunately commonplace. It must be remembered that it can be a powerful form of bullying and that under many circumstances it is illegal to publish or download a sexual image of someone under 18 even when it is the child him/herself who created the image and posted the material online. Serious and proven cases involving malicious intent will be referred to external authorities such as Children's Services and/or the police.

## Preventive Measures

58. The school will take the following preventive measures as a matter of routine:
- a. Training staff to recognise signs of bullying and what action to take;
  - b. Taking allegations of bullying seriously, investigating all possible cases fully to establish facts;
  - c. Watching for behaviour that could turn into bullying;
  - d. Being alert for signs of bullying in less public environments (for example minibuses or cyberbullying);
  - e. Discussing vulnerable pupils in appropriate meetings;
  - f. Providing anti-bullying advice in accessible places;
  - g. Training pupils to respond appropriately to bullying via PSHRE lessons and assemblies;
  - h. Restricting or prevent access to social media sites; access to
  - i. Providing access to staff and other appropriate adults;
  - j. Providing contact details for appropriate bodies such as Childline;
  - k. Promoting an ethos of kindness.

## Reactive Measures

59. There are a range of strategies available for use in situations where bullying is suspected or proven. These include the following:
- a. Providing support and advice to children who are being bullied;
  - b. Working with bullies to help them change their behaviour;
  - c. Recording all incidents of bullying on My Concern and alerting senior staff to any incident;
  - d. Involving appropriate outside help such as counselling when this is required;
  - e. Helping children to develop positive strategies and assertion techniques.
60. The stages of how a bullying incident is dealt with are indicated in Appendix 3.

## The Role of Adults

61. All adults have a part to play in ensuring that bullying does not take place at our school. In addition to modelling positive behaviour in daily interactions, adults can help as follows.

### Staff and Parents

62. Staff and parents should take an active interest in children's social lives and chat with them about friends and activities in and out of school. By doing so we may well learn of difficulties amongst peer groups before bullying becomes a reality. We should all be aware of changes in behaviour as a potential indication that bullying is taking place, for example:
- a. Unwillingness to go to school and continued excuses to avoid going;

- b. Poor results in school work where previously the academic record was good;
- c. Regularly have school equipment destroyed or lost;
- d. Withdrawal from school life;
- e. Overly aggressive behaviour (this may indicate a response to aggressive behaviour towards them);
- f. Under eating to avoid name calling;
- g. Development of stomach troubles or headaches due to stress;
- h. Increased use of mobile phones and computers.

### **Tutors**

63. Tutors should be aware of social situations affecting their tutees and should work to resolve tensions as they arise. Tutors will often be the first adult to whom a bullied child will turn and should therefore be prepared to give advice. Practical suggestions for pupils include the following:
- a. Don't show the bully you are upset; try not to react to them.
  - b. Move confidently and quickly around the school, even if you don't feel that way inside.
  - c. Be assertive – speak firmly.
  - d. Get your friends together and say no to the bully.
  - e. Confide in an adult you trust.
  - f. Avoid places where bullying happens.
  - g. If you are in any physical danger, get away immediately.
64. Tutors should be prepared to discuss with tutees how they can all be part of the process to stop bullying. Activities in tutor time, PSHE or assemblies could be based around the following points:
- a. Always fetch help if a case of bullying is taking place.
  - b. Avoid the “bystander” mentality.
  - c. Consider your own behaviour. Do you make teasing or hurtful remarks?
  - d. Inform a trusted adult if you know a serious case of bullying is taking place in school.
  - e. Know the difference between “telling tales” and behaving responsibly when you know bullying is taking place.
  - f. Remind pupils that “banter” is not an acceptable excuse for unkind behaviour

### **Boarding House Staff**

65. The Boarding House Staff have a significant role to play in the detection and resolution of bullying behaviour.
66. Boarding staff record incidences of bullying on iSAMS or My Concern and speak to the Houseparent or Assistant Houseparent
67. Where necessary boarders are then raised and discussed at Pastoral Monitoring Group.

### **Cyberbullying**

68. The use of mobile phones is heavily restricted in school, but this does not mean that cyberbullying cannot happen. Staff should remain alert to possible signs of cyberbullying and should be prepared to advise children as follows.
- a. If you receive a bullying message make sure you save it, or if someone calls you and a number is showing up, save this or write it down. Also keep a record of the date, time, and content of the message or call i.e. what the person said or sounds they made.
  - b. Replying to bullying messages is a bad idea - bullies are always looking for reactions from people they want to pick on.

- c. Information such as your mobile phone number should be kept private. Think carefully before you give out your mobile number when signing up for anything online.
  - d. Threats or nasty messages should be brought to the attention of parents or teachers or your mobile phone company. Nobody should have to put up with bullying.
  - e. Tracing calls and messages, even those who have withheld their phone number, can be traced with ease by the mobile phone companies.
  - f. Remember that pictures can end up anywhere. If you are taking a picture of people (especially if you don't know them) make sure that they agree to being in the picture.
  - g. Make sure you don't violate anybody else's personal space or privacy when you are taking a picture.
69. Boarders are unable to access the internet using a school computer without a member of staff being present.
70. Further guidance is available in the school's Online Safety Policy or from any member of the Computing Department.

## Further Information

71. Further information and advice on preventing and tackling bullying is available at [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying).

## Sexual violence and sexual harassment

72. Clayesmore takes a zero-tolerance approach to abuse, which is never passed off, for example, as 'banter', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
73. Sexual violence as described in the Sexual Offences Act 2003 includes:
- a. Rape
  - b. Assault by penetration
  - c. Sexual assault
  - d. Causing someone to engage in sexual activity without consent
74. Sexual harassment can include:
- a. sexual comments, such as telling sexual stories or making lewd comments
  - b. sexual "jokes"
  - c. physical behaviour, such as deliberately brushing against someone
  - d. online sexual harassment
75. Being a boarding school, there is an awareness by staff and extra vigilance that there are increased opportunities for sexual violence and/or harassment in the boarding house being a residential setting.
76. Child-on-child abuse is also detailed in the [Safeguarding Policy](#) and the separate [child-on-child abuse policy](#).

## Reporting child-on-child abuse to External Agencies

77. If there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm from bullying, the incident should be treated as a child protection concern and should therefore be reported to external agencies in accordance with the school's safeguarding policy.

## Information for Pupils

78. Disciplinary and anti-bullying information is provided for pupils as follows:

Item	Calendar	Planner	Tutor Rooms	Notice Boards	Notes
Pupil Code of Conduct	Y	Y	Y	Y	
"I need help!"	Y	Y			
Childline posters				Y	Next to telephones

## APPENDIX I: BEHAVIOUR MANAGEMENT IN THE BOARDING HOUSE

79. There is a good understanding of what good behaviour is and pupils and staff are regularly encouraged to promote good behaviour in tutor groups and assemblies.

There is a weekly boarders' meeting on Sundays. This is taken by the Houseparent or Assistant Houseparent and allows for communication relating to the week ahead, any issues arising and to discuss any information that the boarders may need. As and when required, additional meetings can take place that address current matters in the boarding house. These meetings may be for everyone or smaller groups. Meetings are often linked to PSHRE issues such as hygiene, relationships or personal organisation.

80. The House Parents have jurisdiction for behaviour management in the boarding house and have a separate system for rewards and sanctions (See Staff Boarding Handbook).

### House Duty

81. Houses complete a weekly house duty throughout the year. Its purpose is twofold: to promote independence and organisation throughout the communal areas of the boarding house and to foster a positive team spirit within houses that enables the boarders contribute to the whole school house point total.

### Discipline

82. Standards of discipline in the school are high and all pupils are expected to use their common sense. We have a number of school rules which concern specific activities in addition to the Clayesmorian Code as outlined above.

83. In the boarding house we also operate a range of sanctions for minor incidents such as talking after lights out etc. These include an initial firm warning, followed by a loss of a privilege.

84. Loss of privileges include: extended quiet reading time, early lights out, going last to breakfast, missing activities etc. Staff are advised to discuss which sanction to issue with the Houseparent or Assistant Houseparent so that consistency is reached.

85. More serious indiscipline such as teasing or bullying are dealt with as viewed appropriate within this policy. At this stage, the House Parents will often communicate with parents and inform the child's tutor and the relevant Assistant Head as well as recording on the school's pastoral database.

86. The House Parent regularly updates the school's pastoral database (iSAMS) with any related pastoral issues as well as communicating verbally with the relevant tutors and Pastoral Leaders. Any more serious or reoccurring pastoral concerns are also logged and discussed each week in the Pastoral Monitoring Group meeting and boarding operations meeting. This information is also passed to all members of the team so everyone is aware of any current issues.

### Dorm Inspection

87. A dorm inspection takes place every morning after breakfast. One member of staff is allocated a corridor to check that the boarders have tidied their dorms. Assistance is given to any boarders who are either struggling or perhaps not making the maximum effort. Once checked boarders are released

to tutor groups for the day. At the end of each term, one boys dorm and one girls dorm is rewarded for their consistent efforts in maintaining high levels of tidiness.

## Year 8 Privileges

88. Year 8 boarders have a few privileges within the boarding house:
- a. Allowed to have a shower before breakfast
  - b. Go first to breakfast every day
  - c. Bring in a box of cereal to have at 19:45 for their evening supper
  - d. Watch some TV together in a common room prior to quiet time
  - e. Pot noodle Friday

## Electronic Gadget Contract

89. All boarders read and sign the gadget contract at the beginning of the school year or when they start boarding. It is also sent to parents so they are aware.
- a. Please carefully read the contract below and ask a member of the boarding team if you are not sure about any part of it.
    - i. I will only use my electronic gadgets to store apps, songs or games which are all age appropriate; if I am unsure, I know to ask a member of staff to help.
    - ii. I will not use a mobile phone to take photos/videos of anyone who does not know what I am doing or want me to ensure their privacy is maintained. I agree never to take photos in any dorm and will always use the camera in a responsible way, as this may cause accidental discomfort to others.
    - iii. I understand that I am not allowed to take my mobile phone or device to my dorm.
    - iv. In Year 7 & 8 I will only use my own laptop for educational purposes during school hours and will store it in the IT room trolley overnight.
    - v. If using the school wifi I will only use the prep student signal.
    - vi. If using email or text messaging, I will not send anything unkind or inappropriate to another person. Remember once something has been sent, it is not possible to guarantee that it will not be seen by other people.
    - vii. If I am using a video calling application, I will conduct myself in a manner that is appropriate and will not record anyone without them knowing.
    - viii. I will only use social media that is age appropriate to me and know that if I am unsure about what I am allowed to use I can contact a member of staff.
    - ix. I understand that any of my devices can be checked at random for content that is not allowed and/or for inappropriate use, and that I will be present with a member of staff when these checks are carried out.
    - x. I understand the times that I am allowed my gadgets and acknowledge that I am responsible for handing it back on time. I am aware that I could lose time on my gadgets if I am late returning it.
    - xi. I understand that I can always speak to a member of staff about anything concerning either the internet or electronic gadgets if I am worried or unsure about something.

## APPENDIX 2: PUPIL RESOURCES

The following pages show behavioural and anti-bullying resources that are provided to children.





## SAY NO TO BULLYING

At Clayesmore we strive for high standards of discipline and good order. However, we must not take these standards for granted. Instead, we must work together to make Clayesmore an even better and more contented place. In particular, we must all unite to **SAY NO TO BULLYING**.

### What is bullying?

Bullying means any behaviour that is intended to hurt, threaten or frighten someone else. It can take many forms: physical attack, hurtful name-calling, group teasing, trying to make someone feel lonely or isolated. It can take place face to face or via mobiles and computers. Such behaviour should not simply be thought of as "messaging around" or "mucking about". If you do anything on purpose to make somebody feel unhappy, you are bullying them.

### Are there any bullies at Clayesmore?

We don't think there are very many, because the school is well supervised. However, there are bound to be some. Bullies are to be found everywhere: in international politics, in the adult work place and certainly in schools.

### What does Clayesmore say about bullying?

#### The expectations are clear:

1. Show respect, courtesy and friendship to others, remembering that good manners cost nothing - and that rudeness is never admirable or funny.
2. Be sure never to bully anyone, or show intentional unkindness in what you say or do - and have the courage to report offences when you are aware of them.
3. Bullying of other pupils - whether physical or otherwise - is regarded as very serious, and offences will be dealt with accordingly.

### What should I do if I am being bullied?

Above all, don't put up with it. Let somebody know straight away. Speak to a friend, your form teacher or any other member of staff. They will be sympathetic and ready to help. Do not think of this as telling tales; it is the sensible grown-up thing to do.

### What should I do if I know of another pupil being bullied?

Tell a teacher about it without delay. In a school community we are **all** responsible for each other's happiness. People who are cruel and aggressive should not be allowed to get away with it.

### What should I do if I am a bully?

Stop now, before you cause more distress and get yourself into serious trouble. If bullying is a regular feature of your behaviour, you may need to alter your personal attitudes and improve your self-control. Speak to your parents, your tutor, another adult or a friend. In the long run, picking on other pupils is likely to make you as unhappy as it does them. It certainly won't make people like or admire you.

## APPENDIX 3: Guidance for managing a bullying incident at Clayesmore

**Name of pupils:**

**Date of incident:**

	<b>Actions to take</b>	<b>By</b>	<b>✓</b>
1.	Pupil reports that they are being bullied or an incident has been observed. Inform relevant houseparent, using iSAMs	Any	
2.	Assistant Head to hear what the pupil has to say about what has happened	AH	
3.	Hear what any other young people directly involved in the incident have to say about what has happened	AH	
4.	Ensure the DHP/DSL is made aware	AH	
5.	Record on MyCon or iSAMs in accordance with school policy. Alert houseparents of other pupils involved.	AH	
6.	If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned. For the young person responsible for harm this would usually take the form of warning that the unwanted behaviour must cease and the possible consequences if this doesn't happen (likely meeting with DSL and consideration of sanctions for bullying)	AH	
7.	If there is evidence or an admission of bullying, ensure you follow the Anti-Bullying Policy and Behaviour Policy. If you are using a restorative approach, provide an opportunity for the pupil to reflect and consider how they might make amends.	AH	
8.	Consider whether the impact of any bullying is severe enough to warrant it being a safeguarding issue.	AH/ DSL	
9.	Inform the target of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	AH	
10.	Inform the young person responsible for harm of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	AH	
11.	Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	AH/ DSL	
12.	Contact the parent/carers of the pupil responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them	AH/ DSL	

	informed throughout.		
13.	Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may wish to do so.	DSL	
14.	Consider what additional input is required to prevent recurrence. For example: proactive work to address prejudice or promote diversity, work with the class or year group, an assembly, individual or group work with the young people concerned, referral to outside agencies, etc. If concerns are serious consider whether referral for further child and family support might be appropriate.	AH/ DSL	
15.	Monitor the situation and review with all parties to ensure the bullying has stopped.	AH	
16.	Review how successful your approach has been. What additional preventative measures need to be in place?	AH/ DSL	

#### **Guidelines for interviews with all parties:**

- Not all steps need to be followed for each incident, but should be considered.
- Consider using a restorative approach to respond to the incident if staff have received appropriate training.
- Allocate sufficient time to listen
- Take the incident seriously and reassure pupils
- Take steps to make sure pupils feel safe (particularly target and young people who may have observed the incident)
- Listen carefully to the details of what happened and record them
- Consult the target about their views on how the incident should be dealt with, as far as is appropriate. N.B. informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. N.B. Informed choice is an essential part of any restorative work.
- If bullying is determined to have happened, inform and consult parents/carers of both parties about management of the incident, including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep all parties informed of the outcomes of action and discussions.
- Record all actions and outcomes on MyConcern

#### **Importance of monitoring and review:**

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?