



Balksbury Federation Behaviour and Anti-Bullying Policy Autumn 2026 To be reviewed: Autumn 2027

Balksbury Federation provides a respectful, safe and positive learning environment for our children and we are committed to improving outcomes for our federated community. The federated community accepts this policy and seeks to create an environment in the federation which provides support for, teaches, encourages, and reinforces positive behaviour.

In order to ensure that this is so, we have agreed procedures to create a calm, secure and happy working environment for all.

Aims:

- To create an environment which encourages and reinforces positive behaviour in which learning and teaching can take place in a safe and happy environment
- To define acceptable standards of behaviour and reinforce positive behaviour by acknowledging and rewarding for children of all ages and abilities
- To plan for consistency of response to both positive and negative behaviour resolving behavioural problems in a calm, caring and restorative manner as they occur with the expectation of achieving an improvement in behaviour and social and emotional development in our children
- To promote development of communication, self-esteem, self-discipline and positive relationships
- To ensure that vulnerable and SEND children receive behavioural support which is relevant to their specific needs
- To ensure that the federation's expectations and strategies are widely known and understood
- To recognise that effective support is built on strong partnerships with families and the wider support network, and to ensure that all Federation staff actively work collaboratively with them in the implementation of this policy.

In seeking to define expectations for respectful and positive behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Therefore, the federation has a central role in children's social, emotional, moral and spiritual development, as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to develop and demonstrate positive behaviours and relationships in line with our shared values and expectations.

Our Ethos

All adults within our federation have a responsibility to model high expectations for respectful and positive behaviour both in how they interact with children and with each other. As a staff we recognise that our behaviour has an important influence on children. We will ensure that we:

- Create a positive ethos and culture within our federated community that built upon mutual respect
- Show all within the community that all individuals are valued

- Provide a caring learning environment that ensures the fair and equitable treatment of all groups of children

Our Classrooms

As a staff, we recognise our classroom environment should be a positive experience for every child. All adults working within the classroom should create relationships with children that encourage positive behaviours and relationships in line with our shared values and expectations. Strategies used should include the arrangement of furniture that is supportive of needs and conducive to on-task behaviour, and a tidy purposeful learning environment. Displays should encourage enthusiasm and an active participation for learners. During lessons positive feedback and praise should be given to encourage positive behaviour as part of high expectations for all.

Positive Behavioural Rewards:

At Balksbury Federation our curriculum is used to reinforce our high expectations of how children interact respectfully and positively with each other. Children learn that excellent behaviour and positive relationships with others enables them to make quicker progress in their learning.

Children are supported to understand that our Federation Values shape how we relate to ourselves and to others. Through these values, we help children develop the skills and understanding they need to build positive relationships, make respectful choices and contribute to our community, recognising that every child may need different support to achieve this.

A Code of Conduct and Behavioural Expectations is displayed in each classroom to encourage children to do their best. We aim to teach children how working together around the code enables us to be a cohesive community.

Code of Conduct

Mutual Respect	We will respect ourselves, peers, adults and property (both ours and others)
Honesty	We will be truthful at all times and realise that not telling the truth causes situations to become worse
Safety	We will ensure our own and others safety at all times
Achievement	We will work hard at all times to achieve our best

All children are encouraged to exhibit positive behaviour and to feel valued for their contribution to the life of the federation; this is reinforced with a system of praise and reward for all children. Each class follows the Federation Behaviour Code and rewards are negotiated within each class and vary according to the age of the children. House points, tokens, stickers, marble jars to earn class rewards, are examples of the types of incentives used within the class to reward individual children and the whole class.

- At our weekly Celebration Assembly, children are awarded Achievers Certificates for school work, progress and attainment. In addition, weekly Behaviour and Values Certificate are awarded for positive behaviour, being helpful and kind, teamwork and following the Code of Conduct and Federated Values
- We recognise the rewards may need to be more personalised for some children and that for some public awards may not be helpful.

Other rewards, which are used to reinforce positive behaviour:

- Headteacher's Award for outstanding work (children are sent to the Executive Headteacher by a member of the teaching team, or where appropriate the Executive Headteacher may go to them)
- Termly Afternoon Tea with the Senior Leadership Team for consistently showing Federation Values
- Bronze, Silver and Gold Citizen Awards
- Outstanding Barksbury Citizenship Award

Code of Conduct and Behaviour Consequences:

There will be times when children find it difficult to manage their behaviour or make choices that do not reflect our shared values and expectations. These moments are recognised as part of children's development and an opportunity for learning. Staff respond with consistency, compassion and fairness, seeking to understand what may be influencing the behaviour and supporting the child to reflect, repair relationships where necessary and develop more positive ways of responding. Class teachers will address minor incidents in a calm, caring and supportive manner, taking account of the child's age, individual needs, circumstances and stage of development.

Every child is unique, and their behaviour should be understood within the context of their individual needs, experiences and circumstances. When difficulties arise, staff seek to understand what has happened and what may be contributing to the behaviour, responding in a timely, proportionate and supportive way. Children are given an opportunity to share their perspective, express their feelings and listen to the perspectives of others. Staff make expectations and the reasons for any consequences clear, ensuring that children understand the impact of their actions and are supported to make positive choices and, where appropriate, repair relationships.

Responses are considered on an individual basis, taking account of the child's age, stage of development, additional needs and circumstances. Staff share relevant information and work collaboratively to ensure that children receive equitable and appropriate support. We recognise that accountability and compassion go hand in hand: children are supported to take responsibility for their actions while also being helped to understand what they can do differently and how they can move forward positively.

Positive recognition and encouragement are central to our approach to behaviour. We also recognise that there will be times when clear boundaries and appropriate consequences are necessary to maintain the safety, wellbeing and stability of our Federation community. Where behaviour does not reflect our shared values and expectations, staff respond calmly, consistently and proportionately.

Consequences have an important role in helping children understand what has happened, the impact of their actions on themselves and others, and why a different response may be needed. They provide an opportunity for children to pause, reflect and make sense of their behaviour, while being supported to develop the skills and understanding needed to make more positive choices in the future. Consequences will be appropriate to the circumstances and to the individual child, taking account of their age, stage of development, needs and context.

Consequences are not intended to shame or punish children, but to provide clear boundaries, support reflection and promote learning, responsibility and positive change. Where relationships have been affected, children are supported to repair and restore them wherever possible. In this way, we uphold our shared values of respect and ensure that every member of our Federation community feels safe, valued and able to belong.

The use of sanctions is always carried out in line with the 'Three step Behaviour Consequences' which is displayed clearly in each classroom and also on the playground:

1. My teacher will speak to me quietly about my behaviour. This is the time for me to think about what needs to change. My teacher will support me in making the right choices.
2. If I do not make the right choices, then I will be on 'Stop and Think' and my teacher will talk to me at playtime.
3. If I continue not to follow the rules then I will work in another class and will be on 'Stop and Think' at playtime with my Year Group Leader.

Sometimes there might be occasions when my behaviour is more serious and I am sent straightaway to my Year Group Leader, Executive Deputy Headteacher or Executive Headteacher.

'Stop and Think' is characterised by certain features: -

Time and support to regulate and reflect. Children will be given appropriate time, space and adult support to become ready to reflect. Adults will help children consider what happened, what they were feeling or communicating through their behaviour, and the impact their actions may have had on themselves and others.

Understanding the consequence. Adults will clearly and calmly explain why a consequence is being applied, making appropriate reference to the Code of Conduct and the Three Step Behaviour Consequences. Children will be supported to understand the purpose of the consequence rather than simply being told what consequence they have received.

Reflection and repair. Children will be supported to consider what they could do differently in the future, what support or strategies might help them, and how they can repair any harm or relationships that have been affected. Where appropriate, this may involve a reparative conversation with those involved.

Individualised support. Staff will recognise that there is no single approach to reflection that will work for every child. The strategies used will take account of the child's age, stage of development, individual needs, circumstances and readiness to engage. Some children may need visual prompts, movement, time with a trusted adult, sensory regulation strategies or a different way of communicating their thoughts and feelings before they are able to reflect successfully. Occasionally there may be children who will need an Individual Behaviour Management Plan (IBMP) and the support of the parents, additional support services (Primary Behavioural Support Service, Child and Adolescent Mental Health Service, NHS) and teachers to achieve these goals.

Where unacceptable behaviour persists, despite the response of appropriate classroom management practice: the child will be referred immediately to their Year Group Leader for 'Stop and Think' reflection time. Where a child does not respond to reflection time, it may be necessary for the parents to meet with one of the teaching team, Executive Deputy Headteacher or Executive Headteacher. In the first instance, a Learning Provision Plan (LPP) may be written in collaboration with parents so that a consistent and unified approach may be adopted. It may be decided that a period of fixed term suspension will be arranged, but this is a last resort measure and undertaken in consultation with the Hampshire Educational Inclusion Service (EIS).

In exceptional circumstances, where a child's behaviour presents a significant risk to the safety, wellbeing or education of themselves or others, the Executive Headteacher may, at their discretion, determine that a fixed-term suspension is appropriate. Suspension will be considered a serious and

proportionate response and will normally be used only as a last resort, having regard to the individual circumstances of the child and the nature and impact of the behaviour.

Where a suspension is being considered, the Executive Headteacher will ensure that appropriate consideration is given to the context and underlying factors contributing to the behaviour, the support already provided and any reasonable adjustments or additional strategies that may be appropriate. The Federation will work with relevant professionals, including the Hampshire Educational Inclusion Service (EIS) where appropriate, to ensure that the decision and any subsequent support are informed and proportionate. Following any suspension a reintegration meeting will be held with the child, parents Executive Deputy Headteacher or Executive Headteacher. This meeting will prioritise the support needed for positive reintegration and ongoing positive behaviour.

Child-on-child abuse, harmful sexual behaviour and sexual harassment

Our Federation recognises that children's relationships and interactions are an important part of their development and therefore provides age-appropriate opportunities through personal development, Relationships and Health Education and, where appropriate, Relationships and Sex Education, to help children understand healthy relationships, consent, boundaries, respect and appropriate behaviour.

However, we recognise that children can experience harm from other children. Child-on-child abuse can take many forms, including bullying, physical abuse, harmful sexual behaviour, sexual harassment and sexual violence, both in person and online. Such behaviour is never acceptable and will not be dismissed or minimised as 'banter', 'just having a laugh' or a normal part of growing up. The Federation maintains a zero-tolerance approach to sexual harassment and sexual violence.

We are committed to creating a kind, safe, and inclusive school community where every child is valued, respected, and treated equally. In line with KCSIE 2026, we hold a clear and supportive boundary against any form of sexist, misogynistic, or misandric behaviour. We recognise that unkind words or actions based on gender, whether they happen on the playground or are influenced by online content, should never be brushed aside as harmless 'banter' or 'just a game'. Because we know that small act of unkindness can grow into bigger worries if left unchallenged, our staff team will always step in gently and early, helping our children learn how their words affect others and ensuring that everyone feels safe, respected, and heard.

Any concern, disclosure or report relating to child-on-child abuse, harmful sexual behaviour, sexual harassment or sexual violence will be taken seriously and responded to in accordance with the Federation's safeguarding procedures and the current *Keeping Children Safe in Education (KCSIE)* guidance. Staff are expected to maintain an attitude of 'it could happen here' and to report concerns promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Responses will be child-centred, proportionate and informed by the individual circumstances, recognising the needs and safety of both the child who has experienced harm and the child whose behaviour has caused concern. The Federation will consider the nature and seriousness of the behaviour, the impact on those involved, the age and developmental stage of the children, any additional needs or vulnerabilities, and any relevant contextual factors. Behaviour will not be considered in isolation from safeguarding.

Where appropriate, the Federation will work in partnership with parents and carers and relevant external agencies, including the Hampshire safeguarding partnership, children's social care, the police or other specialist services. Decisions about referral and information-sharing will be made in accordance with safeguarding procedures and statutory guidance.

Any consequences or sanctions will be considered on an individual basis and will sit alongside, rather than replace, appropriate safeguarding action. Where safe and appropriate, children will be

supported to understand the impact of their behaviour, develop safer and more respectful ways of relating to others, and repair relationships. However, the safety and wellbeing of the child who has experienced harm will remain paramount, and restorative approaches will not be used where they would be inappropriate or could place a child at further risk.

All incidents and concerns will be recorded and managed through the Federation's safeguarding systems, with appropriate follow-up and support provided to those involved.

No incident that is, or appears to be prejudicially motivated should go unchallenged and every member of staff has a responsibility for responding to the situation. They should make explicit that any such behaviour is unacceptable and contravenes the federation's values, culture and ethos. If the member of staff is unable to resolve the matter, it should be referred to the Leadership Team. Staff should explain why prejudice-based behaviour is unacceptable and all parents notified of the incident and action taken.

The Equality Act 2010 state that discrimination and harassment relating to the following protected characteristics will be treated as serious incidents.

- race
- religion or belief
- disability
- sex
- sexual orientation
- gender reassignment

Lunchtimes and Break times

At break times and lunchtime supervision is by staff across the federation. The Federation recognises the value and importance of play and that many children need support or structure during play. If a child is misbehaving during these times the staff should remind children of the Code of Conduct and shared expectations. Repeated minor problems may result in the child being given a 5 minute 'time out'; which should defuse the situation. If the issue is more serious, the child is sent to a senior member of staff where a discussion would take place.

Communication and Parental Partnership

We give high priority to clear communication within the federation and to a positive partnership with parents since they are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child across the federation are aware of those concerns, and of the steps which are being taken in response. We believe that a positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with issues and concerns as they occur; the federation will communicate policy and expectations to parents and where behaviour causes concern, parents will be informed at an early stage and given an opportunity to discuss the situation.

Use of Restrictive Practice and Reasonable Force

Within our Federation, the safety, emotional well-being, and dignity of our infants and junior pupils are paramount. In line with Department for Education guidance, restrictive practices, including reasonable force and seclusion, are never used as a punishment or disciplinary sanction. Instead, they are strictly reserved as an absolute last resort, deployed only when all proactive strategies and positive de-escalation techniques have been exhausted, and there remains an immediate risk of harm to the child or others. Any such intervention is undertaken with the utmost care for the welfare of all individuals involved, prioritising the physical and emotional safety of the pupil first and foremost.

To ensure these measures are applied safely, ethically, and minimally, they are carried out only by staff members who are trained in approved, safe-handling and de-escalation methods. Every incident is subject to strict recording, mandatory reporting to parents and carers, and careful governance to ensure our school environment remains safe, supportive, and inclusive for every child.

Searching, screening and confiscation

The Federation recognises that searching, screening and confiscation may sometimes be necessary to keep children and adults safe and to maintain a secure and supportive learning environment. The Executive Headteacher and staff authorised by the Executive Headteacher may use the statutory powers to search children and their possessions where there are reasonable grounds to suspect that a child is carrying a prohibited item or an item that may cause harm or disruption. Searches will be carried out in accordance with the Department for Education's Searching, Screening and Confiscation guidance.

Any search will be undertaken calmly, respectfully and proportionately, with careful consideration of the child's age, developmental stage, individual needs and circumstances. Staff will explain, in language appropriate to the child, why a search is necessary wherever this is possible. Children will be treated with dignity and their privacy and wellbeing will be respected throughout.

Where an item is found that could be used to cause harm to themselves, compromise safety, wellbeing or the effective education of others, or damage to property, it may be confiscated in accordance with statutory guidance and Federation procedures. The response will take account of the child's age and understanding and, where appropriate, will provide an opportunity for the child to understand why the item is unsafe or not permitted and to consider the impact of their choices.

Searching and confiscation will not be used simply as a punitive response. Where appropriate, they will form part of a wider safeguarding and relational response, supporting children to understand what has happened, take responsibility for their actions and develop safer and more positive choices. Individual needs, including SEND, disability, communication needs or other vulnerabilities, will be considered and reasonable adjustments made where appropriate.

The Federation will follow the statutory requirements relating to who may undertake a search, when a search may take place, the presence of a witness, the handling of confiscated items and communication with parents and carers.

Preventing Bullying

The Federation is committed to creating a safe, inclusive and respectful community in which every child feels valued, protected and able to belong. Bullying is not accepted or tolerated within our Federation. We recognise, however, that behaviour is often an expression of underlying needs, experiences or difficulties, and our response will seek to understand these factors while maintaining clear expectations and ensuring that children who experience harm are appropriately protected and supported.

Bullying is unwanted and harmful behaviour that can be repeated, or a one-off incident that causes harm, intimidation or offence. It can be physical, verbal, emotional, psychological or online and may include threats, harassment, intimidation or exclusion. Bullying often involves a power imbalance, although this is not always the case. It can also be prejudice-based or discriminatory and may relate to characteristics such as race, religion or belief, disability, sex, sexual orientation or other protected characteristics.

Bullying can form part of child-on-child abuse and may occur within school, outside school or online. In line with Keeping Children Safe in Education (KCSIE) 2026, all staff have a responsibility to recognise, challenge and respond to inappropriate or harmful behaviour between children. This includes bullying, cyberbullying, prejudice-based and discriminatory bullying, as well as sexual harassment, sexual violence and other forms of child-on-child abuse. Concerns will be taken seriously and reported and responded to in accordance with the Federation's safeguarding procedures.

Our approach is relational, restorative and child-centred. Where bullying or harmful behaviour occurs, staff will seek to understand what has happened, the impact on those involved and any factors contributing to the behaviour. Children who have experienced bullying will be listened to, supported and kept safe. Children whose behaviour has caused harm will be supported to understand the impact of their actions, take responsibility and develop more positive ways of relating to others. Consequences will be proportionate and appropriate to the individual circumstances, and will sit alongside any safeguarding action that may be required.

All concerns about bullying will be responded to promptly and recorded appropriately. Parents and carers will be involved where appropriate, and the Federation will work with relevant external agencies where this is necessary to safeguard children and promote their wellbeing.

The Federation will promote understanding of bullying, positive relationships, respect and online safety through the curriculum, personal development and wider opportunities. An annual Anti-Bullying Day will provide an additional opportunity for children to explore what bullying is, how it can affect others, how to seek help and how they can contribute to a kind, respectful and inclusive community. A child-friendly version of the Federation's Anti-Bullying Policy will be shared with children to ensure that they understand their rights, responsibilities and how to report concerns.

Aims

- We aim to provide a safe, calm learning environment where everyone feels valued
- Consideration towards others, politeness and co-operation are expected at all times

- Staff will demonstrate these qualities in the way they respond to the children, members of staff, parents and other adults involved in the federated community
- Positive behaviour will be promoted so children know what acceptable behaviour is

Good Practice to discourage bullying

- Adults model what acceptable behaviour looks like
- Positive behaviour is rewarded as described in the policy above
- Bullying is explored through role play in PHSE and our Anti-bullying Day
- Regular circle time giving children opportunities to discuss how they feel

Awareness and identification

All staff have a responsibility to remain alert to bullying and other forms of harmful behaviour between children. Staff should know the children they work with well and be attentive to changes in behaviour, relationships, presentation and wellbeing. Bullying is not always visible or reported directly, and children may find it difficult to tell an adult that they are experiencing difficulties with another child.

Staff should be particularly attentive to:

- Changes in relationships or behaviour, including a child becoming withdrawn, anxious, upset, reluctant to attend school, isolated from peers or displaying changes in confidence, mood or behaviour.
- Physical or verbal behaviours, including hitting, pushing, threatening, name-calling, teasing, intimidation or deliberately excluding another child.
- Relational and social behaviours, including persistent exclusion, manipulation of friendships, spreading rumours, encouraging others not to play or interact with a child, or using social groups to isolate or control others.
- Online behaviour, including cyberbullying, inappropriate messages, sharing images or content intended to embarrass, threaten, humiliate or exclude another child.
- Prejudice-based or discriminatory behaviour, including behaviour relating to disability, race, religion or belief, sex, sexual orientation or other characteristics.
- Patterns or changes in behaviour at particular times or in particular places, including the playground, toilets, corridors, before or after school, during less structured activities or online.
- Children who may be causing harm to others, recognising that children displaying harmful or bullying behaviour may themselves have unmet needs, vulnerabilities or experiences that require understanding and support.
- Children who may be experiencing harm, including those who may not identify their experience as bullying or may be reluctant or unable to report it.

Staff should not rely solely on a child reporting bullying or on evidence of repeated incidents. A single incident may be significant, particularly where it causes harm, intimidation or offence, or forms part of a wider pattern of behaviour.

Where a member of staff has a concern, they should listen carefully, take the child seriously, avoid making assumptions and report the concern in accordance with the Federation's behaviour and safeguarding procedures. Staff should consider the context and impact of the behaviour and seek to understand what has happened from the perspectives of those involved.

Our approach is relational and child-centred. This means that we seek to understand the behaviour and any underlying factors while being clear that harmful behaviour is not acceptable. Children who experience bullying or other harmful behaviour will be listened to, supported and kept safe. Children

whose behaviour causes harm will be held appropriately accountable and supported to understand the impact of their actions, develop positive relationships and make different choices.

All staff should remain alert to the possibility that bullying and other forms of child-on-child abuse can occur inside and outside the Federation, including online, and should maintain an attitude of *“it could happen here”* in line with the Federation's safeguarding responsibilities.

Action

When a concern about bullying or other harmful behaviour between children is reported, it will be taken seriously and responded to promptly. The priority will be to ensure that all children involved are safe, listened to and appropriately supported. Staff will seek to understand what has happened, the impact on those involved and any wider context, while maintaining clear expectations that bullying and harmful behaviour are not acceptable.

When a concern is raised, staff will:

- Listen carefully and take the report seriously. The child will be given an appropriate opportunity to explain what has happened, in a way that reflects their age, developmental stage and communication needs. Staff will avoid making assumptions or requiring the child to repeatedly recount distressing experiences.
- Report and record the concern appropriately. Concerns will be shared with the Executive Deputy Headteacher, Executive Headteacher and Designated Safeguarding Lead, as appropriate. Relevant incidents and concerns will be recorded on CPOMS in accordance with the Federation's safeguarding and behaviour procedures.
- Consider immediate safety and support. Staff will consider whether any immediate action is needed to protect the child who has experienced harm or any other children. This may include increased supervision, changes to routines or groups, support from a trusted adult or other appropriate measures.
- Understand the wider context. Staff will consider the circumstances surrounding the behaviour, including relationships between the children, patterns of behaviour, online factors, additional needs, vulnerabilities and any other factors that may be relevant. Where appropriate, information will be gathered from the children involved and other adults who know them well.
- Respond to the child whose behaviour has caused harm. The child will be supported to understand what has happened, why the behaviour is not acceptable, the impact of their actions on others and what they need to do differently. Appropriate consequences will be applied swiftly and will be proportionate to the behaviour, the child's age, developmental stage, individual needs and circumstances.
- Support reflection and repair. Where appropriate and safe, children will be supported to repair harm and relationships. A restorative or reparative conversation will only take place when staff judge that it is appropriate and beneficial, and will never be used in a way that places pressure on a child who has experienced harm to meet with or forgive another child.
- Maintain appropriate monitoring. Staff will monitor the situation over an appropriate period of time and communicate relevant information to other adults working with the children so that they can remain alert to further concerns. The effectiveness of any intervention will be reviewed and adapted where necessary.
- Work in partnership with families. Parents and carers will be informed and involved appropriately, with consideration given to the needs and circumstances of each child. Communication will be handled sensitively and confidentially, and information will only be shared in accordance with safeguarding and data protection requirements.
- Strengthen positive relationships and belonging. Where a child has become isolated or has experienced difficulties with friendships, staff will provide appropriate support to help them develop safe and positive peer relationships. This might include carefully supported opportunities to join activities or groups, access to a trusted adult or mentor, structured social opportunities and teaching or practising relationship skills.

- Use the wider community as a positive resource. Age-appropriate activities such as role-play, circle time, stories, discussion and cooperative activities may be used to develop empathy, respect, communication, problem-solving and positive relationships. These approaches will be used as part of preventative and developmental work and will not replace an appropriate response to an individual bullying concern.

Where concerns indicate possible child-on-child abuse, sexual harassment, sexual violence, discriminatory behaviour or other safeguarding concerns, these will be managed in accordance with the Federation's safeguarding procedures and *Keeping Children Safe in Education 2026*. Behaviour and safeguarding responses will work alongside one another, with the safety and wellbeing of children remaining paramount.

The response to bullying will be reviewed to ensure that the child who has experienced harm feels safe, heard and supported, and that the child whose behaviour caused harm understands what needs to change and is receiving appropriate support to make that change. The aim is not simply to stop an incident, but to restore safety, strengthen relationships and support children to develop the skills and understanding they need to thrive within our Federation community.

Cyberbullying

Balksbury Federation recognises that Cyberbullying as a form of bullying. It has a potentially bigger audience, and more accessories as people forward on content at a click. All forms of bullying (including cyberbullying) is handled as a community issue for the whole federation. The federation also recognises that, although Cyberbullying is likely to take place outside of the school day, it can be indicative of an issue within the federation.

Because of the federation's filtering processes and Mobile Phone Policy, it is highly unlikely that cyber bullying could take place during the school day. However, cyber-bullying which takes place outside school may still come under school's Behaviour and Anti-bullying Policy. For example, if a child:

- Is taking part in any federation organised or federation related activity
- Is travelling to or from the federation or is wearing (or expected to wear) federation uniform
- Is in some other way identifiable as a child who attends the federation

Or when a child's conduct:

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

If the federation believes that the police need to be involved, the police or PCSOs will be contacted directly, or parents will be advised to contact.

Balksbury Federation recognises that it has a responsibility to:

- Educate children on respectful and safe behaviour online explicitly through the Computing and Health and Wellbeing curriculum but also implicitly through assemblies and the federated 'Think Before you Click and be SMART' procedure
- Maintain a culture and ethos where no form of bullying is accepted and ensure that the federated community understands that this extends to Cyberbullying
- Support children and parents
- Offer support to children who have been the victims of instances of Cyberbullying

The federation offers support to parents on how to help their children engage safely and responsibly through technology:

- Parent E-Safety campaign leaflets are accessible under the 'Community' tab of the federation website
- E-Safety newsletters created by the DSL to support parents in tackling current issues which arise within the federated community
- Communication with families of whole year group and provision of relevant support guides when issues arise

All instances of Cyberbullying are referred to the Leadership Team for investigation. There is a clear and consistent approach when dealing with suspected or confirmed instances of Cyberbullying, whether these are raised by the children themselves or other family members:

- Discussion with parents of all children involved to gain full understanding of incident/s. During this discussion, where it is deemed that specific evidence would support investigation, the Leadership Team may request that parents send in screen shots of interactions
- Discussion with children involved and next steps identified. These may include, but are not limited to, sanctions for individual children, a year group assembly with a member of the Leadership Team, additional E-Safety Talk Toolbox sessions within classes, emotional support for victims and support for perpetrators
- Support materials are shared with the parents of the children involved and also pre-emptively with the wider peer group
- The E-Safety curriculum is reviewed and relevant changes made

This Policy must be read and understood in conjunction with the following

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationship, Sex and Health Education Policy
- SEND Policy
- Exclusions/Suspensions Procedures
- Staff Code of Conduct.