



PROMOTING POSITIVE BEHAVIOUR

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Aims & Ethos

The aims of this policy reflect the ethos of Bolton School and are focused upon two core tenets: the high standards of behaviour expected from the pupils and the high levels of support that the School offers to its pupils.

The fundamental aims of the policy are:

- To enable the Head to carry out his responsibilities in maintaining order and good discipline in the School and on school-related business (e.g. trips, sports fixtures etc);
- To help to educate the pupils to make better, more informed decisions that will serve to leave them better equipped for life beyond Bolton School;
- To promote good behaviour;
- To ensure that, as far as is reasonably possible, every pupil in the School is able to benefit from and make a full contribution to the life of the School, consistent always with the needs of the school community;
- To support the implementation of the Home-School agreement.

Equality statement

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational needs or disabilities or other protected characteristics. In addition, it should be noted that the School bases its approach on the principles of inclusivity and tolerance that reflect the international, multi-faith and multi-cultural make-up of today's community of which it is a part and the divergent nature of the pupils' backgrounds and heritage. This means that all pupils will be treated in an equitable and consistent manner.

Purpose and Application

The Home-School agreement and the school rules are set by the Head of Boys' Division. They are necessary for the safety and well-being of the whole school community, its reputation and for the protection of school property and the wider environment. The rules apply to all age groups and at all times when a pupil is at school, representing or associated with the School, wearing school uniform or travelling to and from school. The rules and any subsequent sanctions provided in them may also, where appropriate, be applicable when a pupil is away from the school premises, whether or not they are engaged in school activities, for example, online, during school holidays etc. The School undertakes to promote this policy to pupils through the pastoral curriculum, assemblies, form meetings and SPACE sessions, amongst other platforms; through induction and INSET to staff; and via parent meetings (e.g. information evenings), parent portal and presentations to parents.

Promoting good behaviour

The School takes the view that rewards are more effective than punishment in motivating pupils and is committed to promoting and rewarding good behaviour and positive choices. The School seeks to develop pupils and their character such that when they leave this institution, they go on to make a difference for good in the community. This is reflected in the holistic approach to education that the School adopts and the implementation of the Flourish model of well-being and character that the School embraces. This model recognises that for children to thrive (and, by extension, flourish), they need to have their physical, emotional, mental and spiritual needs met.

Furthermore, the School considers that the prevention of incidents through good teaching and learning, wider education, awareness and informed decision-making can help pupils to make wiser decisions that will

better serve both them and others and so avoid future potential conflict. The School, thus, supports events such as Holocaust Memorial Day, Black History Month, LGBTQ+ History Month and Anti-Bullying week amongst many others. These topics and issues are addressed in an age-appropriate way through assemblies, the pastoral curriculum, SPACE sessions, form meetings and via work carried out by the pastoral team, including the Proctors.

The School believes that in creating and reinforcing positive relationships between all members of the school community and with the wider community it serves, it fosters respect for personal and communal property amongst pupils, it creates a sense of belonging and it serves to provide an effective working environment that is more conducive to each pupil fulfilling their personal best. All staff are encouraged to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others.

Where pupils exhibit a good work ethic, show significant improvement in standards or display a high and sustained level of effort and willingness, for example, the range of rewards available to them is considerable. The list below is not exclusive but highlights some of the ways that the School acknowledges pupil achievement:

- Staff may wish to give positive oral or written feedback that could be shared with others;
- Pupils may receive commendations that also feed into the School's system of House points;
- Staff may choose to communicate home, either via email, telephone or a more formal letter, acknowledging the pupil's achievement;
- Formal displays of pupils' work, including publication in the *Boltonian* or the *Cockerel*;
- Heads of Year or AH or HoS awards;
- Pupil achievements are recognised in Celebration Assemblies and at Celebration Lunches;
- The award of Colours, be they sporting, musical or drama related;
- School prizes that are issued both at Upper and Senior School Prize-Giving and at the Lower School Prize-Giving assemblies;
- Commendations or Distinctions;
- Meetings with the Head.

It is worth stating that pupils who accumulate a certain level of commendations over the course of the academic year that, usually, puts them in the top 10 percent of their cohort may receive gift vouchers from the School to acknowledge their individual pupil attainment. The Assistant Head (Academic) also has the discretion to issue such awards to pupils as they deem appropriate. Overall, staff should seek to reward achievement or improvement wherever possible, and the focus should be on encouragement not rarity.

Distinctions are awarded by members of the leadership team to boys across the School from Years 7 to 13 for their exceptional academic work, engagement with activities and service to the school. A distinction is worth 10 commendations.

Letters home

HoDs can write letters home on the advice of subject teachers at any time, following discussion with the HoYs to ensure that there are no complicating issues.

The HoY, AH, HoS and senior colleagues will agree upon encouraging letters home after each half-term grade check and each Academic Year Review. These letters will be recorded on file.

Sanctions

Sanctions are necessary to promote positive behaviour and complement the system of rewards. They should be applied when there are academic breaches (e.g. relating to class or homework), general misbehaviour (e.g. unruly conduct in the Quad) and / or where more serious infringements (e.g. alcohol, drugs) occur.

They should be equitable, reasonable and consistent with this policy and should never be humiliating or degrading nor compromise the health and safety of the pupil or others. All forms of corporal punishment are unlawful. Further, any sanction imposed on a pupil will take account of any disability, special educational need or specific learning difficulty in keeping with the Equality Act (2010). An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond. There are no set tariffs for an offence because, as outlined previously, no two incidents are exactly identical, and incidents of serious disciplinary matters will be dealt with on a case-by-case basis.

The guiding principles are that, in a majority of cases, colleagues should always try to deal with the matter themselves and the sanction should be reasonable, appropriate to the type of misbehaviour and carried out as soon as possible after the incident. Staff should, therefore, ensure that they are familiar with this policy and, where they have doubts, seek advice from the appropriate member of the pastoral team. It should be stressed that staff should not hesitate to record more serious incidents of pupil indiscipline on CPOMS, which provides a direct route for bringing it to the attention of the HoY / AH / SLT. Where appropriate and depending on the nature of the incident recorded, the logging of the matter on CPOMS will trigger a more formal, in-depth investigation from the pastoral team. The above mechanisms should be used in conjunction with - not instead of - a more informal communication between the subject tutor, HoD or HoY. Regular conversations between colleagues can be crucial in keeping track of and monitoring pupil conduct and the School values it. Staff should always feel comfortable about discussing any pastoral issues with a suitable member of the pastoral team.

The sanctions that are available to all staff are:

- Verbal admonishment;
- Removal of pupil from the class for a short period of time;
- Loss of pupil free time at break and lunchtime;
- Formal logging of Misconduct on iSams;
- Contacting home to inform parents of the pupil's transgressions;
- Closer monitoring of a pupil's academic performance and general conduct in conjunction with the Head of Department;
- The issuing of a Major detention.

Verbal admonishment

A member of staff should use this step to address minor infringements by the pupil. A warning is issued, addressing the issue directly with the boy and reminding him of the School's expectations. The aim here is to de-escalate the matter and to seek to correct the boy's conduct through guidance, advice and highlighting what the issue is. In the vast majority of cases, a boy will heed the verbal warning and the desired outcome will be achieved with minimal fuss.

Removal of pupil from the class for a short period of time

If a member of staff feels that a pupil should leave the classroom for a short period of time (no more than six minutes), it is the tutor's responsibility to oversee this. A pupil should be asked to wait outside the classroom

for this brief period before being permitted to re-enter. The subject tutor should also make a point of notifying the HoD of what has occurred and seeking their guidance and support if necessary.

Loss of pupil free time at break and lunchtime

The responsibility for supervising this sanction rests with the member of staff issuing the sanction. Staff should always be mindful that a pupil will need to have time to eat, drink or to go to the bathroom if a break time sanction is issued and that a pupil must be permitted to have lunch at his designated slot. Unless there is an exceptional, pressing lunchtime commitment for the boy (e.g. a rehearsal at which the boy's attendance is absolutely integral), the lunchtime detention takes precedence over other non-academic commitments.

Formal logging of Misconduct on iSams

For effective tracking and monitoring of underachievement and poor attitude to learning, staff are requested to log their concerns and the resulting consequence under 'Misconduct' on iSAMS. This brings a pupil's misconduct to the attention of both the Form Tutor and the HoY, as well as senior colleagues, and enables them both to track and to support the subject tutor and intervene as appropriate. For every ten Misconducts a boy accrues in one term (excluding toilet break Misconducts), a Major detention is issued. Form Tutors and HoYs should monitor the weekly reports closely and not hesitate to intervene and offer advice where they see patterns forming. To facilitate this, an email is automatically sent out at the end of the school day to each pupil whenever a misconduct has been issued. The pupil can keep a tally of misconducts. It should be noted that when a pupil reaches seven misconducts, another communication goes out to parents / guardians, via iSams, as well as to the pupil. The purpose of this is to seek assistance and support from the parents in working with the School to try to modify and address the issues that are logged via Misconducts on iSAMS. A subject tutor should feel empowered to notify the HoD and HoY, issue a departmental detention and contact home if they issue two or more Misconducts to a boy in a single lesson.

The Misconduct tally is cleared at the end of each term, but a running overall total is kept on record for the year. Thus, if a boy has, for example, eight misconducts to his name at the end of the term, he returns in the new term with a clean slate. This reemphasises the importance of a new beginning at the outset of each term and seeks to promote a change in behaviour for the good in the individual.

Misconducts can be given for the following;

- untidy uniform;
- poor behaviour in the corridor;
- a mobile phone being out;
- poor organisation;
- poor and / or unsatisfactory punctuality;
- poor or missing homework;
- inappropriate use of an iPad;
- insufficient work produced;
- failure to attend a compulsory activity;
- disorderly / disruptive misbehaviour in class.

There is also the option for colleagues to provide more detail about the misconduct either in the description box available on iSams or via the 'serious Misconduct box' on iSams if desired.

Contacting home to inform parents of the pupil's transgressions

Staff should not hesitate to contact a pupil's parents / home, either by email or telephone, to seek their support in addressing the issues concerned. Parents have overwhelmingly conveyed to the School their appreciation for being kept informed of their son's transgressions and, almost without exception, are supportive. As a general rule, a subject tutor should contact a pupil's home if there are three incidents within

a term that give cause for concern but, once again, the tutor should be judicious in their actions and it may be that, after discussion with the HoD or HoY, the tutor feels it apt to contact home sooner.

Closer monitoring of a pupil's academic performance

Each department can, if they so choose, implement their own departmental system of monitoring a recalcitrant pupil's progress on specified targets. This sanction should be imposed by the tutor after discussions with the Head of Department and the Head of Year. It is seen as good practice to ensure that the pupil's parents are informed of this step and are kept abreast of developments throughout the period.

The issuing of a Departmental detention

If a pupil commits an offence that is not deemed worthy of a serious whole school sanction (e.g. a Major detention offence as detailed below) but is nonetheless in contravention of the Home-School agreement, the department can issue a departmental detention. Any boy receiving two Misconducts in a single lesson should also be issued with a departmental detention. The relevant HoD should have over-arching responsibility for the detention and it should be made clear to the pupil when and where he should present himself. It is also good practice to inform the parents of the pupil and the relevant Form Tutor and HoY to seek their support in modifying the pupil's behaviour and to serve as a benchmark in the event of further indiscretion. Departmental detentions can run up to a maximum of 30 minutes and must operate within the constraints of the lunchtime dining arrangements. Thus, a Lower School boy (Years 7 - 9) should attend a departmental detention from 13.35 to 14.05; an Upper School boy (Years 10 – 11) should attend a departmental detention from 13.05 to 13.35. All boys should have their lunch in their designated cohort sitting.

It is not recommended to use morning break time to run a formal departmental detention since the time frame available is limited and it can be counter-productive for both pupil and subject tutor.

The subject tutor issuing the detention and / or the relevant HoD will stipulate what work the boy is to do during the departmental detention and the location of the detention.

The issuing of a Major detention

Major detentions are held weekly each Thursday after school and are seen as a serious sanction. They run from 16.00 to 17.00 and are supervised by staff on a rota system. When issuing a Major detention, a tutor should make clear to the pupil the reason(s) for its award and log the matter on iSams. Major detentions can be issued for a variety of offences that include but are **not** limited to:

- Poor behaviour;
- Unacceptable conduct towards another boy;
- Refusal to engage with academic work;
- A deliberate refusal to comply with a reasonable request from a member of the Common Room;
- Persistent disruption to teaching and learning through their actions in class;
- Plagiarism or attempts at deception or cheating (outside of exam situations as these merit a more serious sanction);
- Wilful damage to, or defacing of: furniture; building fabric; notices; other school property; other people's property;
- Interference with other people's possessions;
- Absenting oneself from lessons or other compulsory school functions without permission;
- Discourteous, disobedient or insolent behaviour towards teaching or ancillary staff;
- Being out of bounds, for example, in the wrong form base;
- Anti-social and / or dangerous behaviour;

- Persistent failure to meet one's obligations in terms of assignments or impositions;
- Use of foul or abusive language, orally or in writing;
- Fighting, striking or verbally abusing others in the community;
- Possession of forbidden articles;
- Persistent or repeated chewing of gum.

Please consult Appendix 1 at the end of this document for a brief overview of how a subject tutor might deal with behavioural or academic indiscipline.

It should be noted that failure to attend a Major detention without good reason can result in the pupil being asked to serve both the original detention and a second one issued by the Head of Year (or AH), or the boy being internally suspended.

A record of each Major detention is kept on a pupil's file. Should a pupil accumulate a multiple number of Major detentions in the course of a single academic year, then this will lead to further sanctions at the discretion of the Head of Year. In the unlikely instance of a persistent accumulation of Majors, in addition to an escalation in sanctions, a boy and his parents will meet with a member of the SLT.

To reflect the differences in age, the Sixth Form have some sanctions which follow a different framework appropriate to a more adult atmosphere as the students are prepared for university life and much more independent study. Accordingly, sixth form students have certain rights and privileges that younger pupils in our school do not. These privileges may be withdrawn if a student's behavioural choices do not reflect our culture, ethos and expectations.

Sanctions may include:

- Loss of student free time at break and lunchtime.
- A ban from using the Riley Sixth Form Centre.
- Withdrawal of the privilege to leave the campus at lunchtime.
- Withdrawal of the privilege to afternoon exeats when a student does not have any afternoon lessons.
- Supervised and directed private study.

In all cases, when a student is sanctioned his parents/guardian will be contacted by telephone or letter to inform them of the situation. A note of this sanction will also be added to the Sixth Form Sanctions document within the Detentions & Suspensions folder in the R:Drive.

Additional whole-school sanctions to those listed above are available and are handed down either by the Head of Year or by a member of the SLT. Such sanctions are given for serious breaches of the Home-School agreement and parents will be informed of the issuing of these sanctions and, in all likelihood, be invited to come into school in person to discuss the matter. These sanctions include:

- Internal suspension (which runs until 17.00 on the day that it is served)
- Full suspension
- Permanent exclusion

Examples of actions that could lead to a full suspension or permanent exclusion include:

- Physical assault against an adult or another student;
- Verbal abuse / threatening behaviour against an adult / another pupil;
- Bullying;
- Racist / Homophobic / Transphobic or other abuse of such ilk;
- Sexual misconduct;
- Drug and alcohol related incidents;

- Theft;
- Wilful damage / vandalism;
- Vaping;
- Bringing a weapon or dangerous implement into school;

Internal suspension

If a HoY or a member of SLT considers an offence suitably serious enough (e.g. a pupil striking another pupil with wilful intent to harm etc), then a pupil can be internally suspended. This means that a pupil should present himself in school as normal, but that he will be withdrawn from lessons (both physically and virtually) and tasked with working by himself. The School will provide work and the boy will not be permitted to socialise with his peers during the school day. Furthermore, a boy who serves an internal suspension will be required to stay in school until 17.00. (He will be supervised by a member of the pastoral team between 16.00 and 17.00). Boys who are internally suspended will carry out work that seeks to help them to reflect on their actions and offers ways of modifying behaviour for the better, in addition to carrying out what might be termed routine academic work. All this work will be done without recourse to the iPad or other digital devices.

Internal suspensions can vary in length depending on the gravity of the offence but will not last more than five days. A pupil will meet with his HoY upon completion of his internal suspension before returning to lessons.

Full suspension

If a member of SLT considers an offence worthy of this sanction (e.g. the use of racist language, bringing drugs into school, vaping etc), then a pupil can expect to be formally suspended from school. This means that the pupil will not be permitted to attend lessons, either digitally or virtually. No academic work will be provided for the pupil since his membership of the School has temporarily ceased. A full suspension is not handed out lightly - it is a significant sanction for countercultural behaviour. The pupil may not contact his subject tutors and should remain at home for the duration of the full suspension. A pupil will meet with his HoY or a member of SLT upon completion of his full suspension before returning to lessons.

In the event of a criminal offence being alleged, the School will seek guidance from the relevant authorities to provide a fair and sustainable solution that meets best practice for the reporting and reported pupils (where applicable) to function within our community. The School may also wait until a full investigation has been completed before deciding on a particular course of action.

Permanent Exclusion

A pupil is liable to permanent exclusion for the most serious or repeated breaches of the Home – School agreement. Full details are set out in the Exclusions Policy, which is available on the website and on request from the Head's Office. Where permanent exclusion is a possibility, a copy of the Foundation Exclusion Policy, which includes details of how to appeal, will always be provided to the parents of the pupil before the disciplinary hearing takes place.

A record of the issuing of each serious sanction listed above will be kept on file. Should a boy accumulate multiple suspensions, then his position within the School will be reviewed and parents will be asked to meet with the Head.

Coach ban

The School recognises that many of its pupils travel to and from the campus via the school coach. All pupils, regardless of age, have the right to travel in safety and security on the school coach and are expected to follow the rules pertaining therein. Any pupil whose conduct on the coach causes distress, endangers others

or is deemed anti-social, can expect to receive sanctions. The School reserves the right to use any of the range of sanctions cited above, but may also include a temporary ban on a pupil being permitted to travel on the school coach.

Sporting Sanctions

In the context of school sport, we uphold high standards of sportsmanship and hold in high regard the reputation of the School displayed through our conduct. Boys whose behaviour is noted by the referee or a colleague as being below the required standard will be sanctioned according to the rules of the sport. This includes:

Fixed match ban
Letters of apology
Ban across multiple sports
Meeting with the Head

Where a particularly serious incident occurs, the Deputy Head (Pastoral) is likely to become involved and appropriate whole school sanctions may be employed.

It should be noted that if a boy is serving an external suspension when a sporting fixture is scheduled to take place, the boy cannot participate in said fixture nor represent the School at that time in any capacity since he is not a member of the school community.

Proctors

The Proctors play a vital role in the pastoral support that the School offers its pupils. They work closely in conjunction with the HoYs, AHs and SLT to support the pastoral programme that the School provides. The scope of the Proctors' work is varied and multi-faceted but includes:

- Being involved in investigations (e.g. taking statements);
- Assisting in helping organise pupils;
- Seeking to develop resilience in the pupils;
- Participating in retracking;
- Leading on sessions of restorative practice in the wake of an incident (see appendix 2);
- Acting as a point of contact for First Aid.

Homework

This policy supports the School's Homework Policy and the two work in conjunction with other policies to ensure that a pupil is playing an effective and productive role in fulfilling his academic commitments and responsibilities. As outlined in the Homework Policy, a system of support and sanctions are available to the subject tutor, HoD, HoY, AH, or SLT to address persistent non-completion of homework or concerns that are flagged. Staff should ensure that they are familiar with its contents and that they log homework issues via the Misconduct system on iSams, in addition to being in regular communication with the HoD, the pupil's parents and HoY if necessary.

Early Help

The School seeks wherever possible to identify issues early and to give support and guidance both to the pupil and the pupil's family where deemed appropriate. Intervention strategies can work on a micro-level (e.g. within the internal mechanisms the School has) or on a macro-level (e.g. drawing on the assistance of external professional expertise). Both systems are used within school, but the latter forms part of a process known as Early Help or Early Intervention. The School uses the Early Help system as provided by the Bolton

Safeguarding Children Unit to offer support both to the pupil and to a family when a problem emerges. (Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017;). Early Help services require parents to voluntarily participate in the process and are often used if a pupil is, for example, displaying risk-taking behaviour. The focus is always on the pupil, the family and their well-being and the documentation required to support an application is overseen by the Deputy Head (Pastoral), although HoYs, the HoS and AHs are, where applicable, all able and encouraged to contribute to the documentation.

Sustained academic indiscipline / concern

On occasion, there will be instances where a pupil, for whatever reason, is not engaging with the efforts and intervention strategies implemented by the School. This may relate to issues of poor behaviour, punctuality, general conduct or continuing academic underperformance. In such cases, a closer form of scrutiny can be applied with colour coded report books reflecting the severity and nature of said scrutiny. Before a boy goes on report, the HoY / HoD should contact home and explain the reason for such a step to the pupil's parents. It is important to stress that 'going on report' should not be seen as a punitive measure, but rather as another tool in the School's armour that is used to address the issues being presented. The report process should usually last for a minimum of three weeks.

Form Tutor report card: These report cards are blue and are given to a pupil to address particular issues. The report card is checked regularly by the Form Tutor and is designed to act as a spur for improvement in the desired sphere. Subject tutors may be asked to comment as appropriate and the pupil should ensure that it is shown to a parent each day.

HoY / HoD report cards: These report cards are green and are given to a pupil to address particular issues (e.g. behaviour, organisation or punctuality etc). The report card is checked regularly by the HoY / HoD and provides a snapshot of pupil progress for each day. Subject tutors can comment as appropriate and the pupil should ensure that it is shown to a parent each day.

Senior Management report cards: These report cards are yellow and are issued to a pupil when previous measures have already been taken. Again, they will have a particular focus and angle, and once more a pupil will need to complete the relevant sections and present it both to a parent and to a designated member of SLT regularly for inspection.

Head report card: These report cards are red and are issued at the Head's discretion when deemed appropriate. A pupil on Head Report should complete the necessary sections of the report card each day and present it for inspection to the Head regularly.

Earlies – For repeated and persistent lateness with no satisfactory reason being supplied, a pupil will be required to sign into school at 8.30 a.m. each day for a minimum of five school days. In such instances, a pupil will report to the Head of Year office at 8.30 a.m. to indicate his arrival on the campus. Failure to do so will result in further sanctions being applied.

Mobile Phones – Students should not use their mobile phones during the school day (8.45 a.m. – 4.00 pm.). Staff should issue a verbal warning in the first instance if they judge it to be a minor offence (e.g. the phone is visible but not being actively used) log it on iSams as a 'misconduct' and ask for the device to be handed over. It should then be passed (in a clearly labelled envelope) either to the HoY or the School Office. On those rare occasions when the phone is being actively used, a member of staff should do the above, but also log it as a 'serious misbehaviour offence' and notify the HoY. Repeated mobile phone infringements will incur additional sanctions, which can include but are not limited to a fixed period where pupils sign in their mobile device with the School Reception before registration and sign it out again at the close of the school day. Repeat offenders will receive more severe sanctions. Mobiles phones will **not** be confiscated overnight or over a weekend.

Payment for damage - Parents will be charged as appropriate via the Finance Office and a letter sent home if a pupil damages the fabric of the building (e.g. graffiti, deliberate damage to property, breaking a window etc). The Operational Services Department in conjunction with the Finance Office will set the amount to be paid, but the sum will usually be limited to a maximum of £50. All payments should be made electronically via the Finance Office. Boys should not bring sums of money into school on their person.

It is also worth noting here that there are other intervention strategies that the School can call upon to help the pupil make changes for the better. These include: the implementation of a behaviour contract; the reporting of the boy to the Proctors' Office / HoY on a daily basis; time confiscated at break or lunchtime for reflective work; targeted focus on specific areas deemed problematic for the pupil (e.g. use of unstructured time); specific focus on homework engagement and application etc.

No behaviour policy can cover all eventualities. The Head reserves the right to use discretion to help Bolton School pupils make better choices and learn the right lessons.

Bullying

Bolton School is committed not only to dealing with bullying, but also to doing all that we can to prevent it happening in the first place. The School recognises that all students have a right to learn and work in a relaxed and secure atmosphere, and the School does its utmost to make this happen. Bullying of any kind is not acceptable. If bullying does occur, any student should feel comfortable enough to report it, for example, to any member of the Common Room or to a Proctor, and the student should know that incidents will be dealt with promptly and effectively. At Bolton School, anyone who knows that bullying is happening is expected to tell staff. Further information and details can be found in the School's Anti-Bullying Strategy Policy.

Child on Child Abuse

Child on child abuse is a form of harmful behaviour inflicted on children by other children and occurs when children are singled out for ridicule and abuse by other children. These acts of bullying and abuse are designed to induce a sense of powerlessness, helplessness and humiliation in victims. Child on child abuse can happen outside the School as well as in school or online and we will act on any situation that is reported. Child on child abuse will always be viewed as a serious breach of the Home-School agreement. Examples of child on child abuse include, but are not limited to:

- Violence or other forms of physical abuse;
- Sexual harassment and violence, including the sharing of nudes and semi-nudes;
- Emotional harm;
- Online bullying and manipulation;

All staff are alert to the risk of child on child abuse and understand their role in preventing, identifying, and responding to it. Staff at Bolton School know that children are capable of abusing other children and they never dismiss abusive behaviour as a normal part of growing up, or 'banter', as this can create a culture that is permissive of unacceptable behaviours and an unsafe environment for children. In short, the School adopts a zero-tolerance approach to child on child abuse and actively seeks to prevent all forms of child on child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community. All cases of child on child abuse and any cases of bullying (no matter how trivial) will be addressed promptly and appropriately by the School, and should be recorded formally on CPOMS. If any member of staff believes a pupil is at risk of abuse from another child or young person, or that a child may be abusing others, this concern should be reported to the Designated Safeguarding Lead (or suitable Deputy Designated Safeguarding Lead) without delay. If any child perpetrates significant harm on another child, or is at risk of significant harm, a referral to Children's Social Care and/or the police will be made. The School will investigate the behaviour and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. The School will also consider

appropriate disciplinary sanctions. All incidents will be considered on a case-by-case basis but more serious cases of bullying and abuse may be considered under the Permanent Exclusions policy.

Allegations of sexual misconduct towards a pupil

Bolton School will respond promptly and professionally to investigate any allegation of sexual misconduct made by one pupil towards another. Any investigation shall be timely and fair, and consist of written accounts of incidents, analysis of CCTV (where appropriate) and witness statements (if applicable). It shall also be conducted in accordance with the principles and guidelines laid down in the Foundation Policy for responding to reports from children and young people of incidents of Sexual Violence, Harassment and Misconduct

Should a disclosure by a pupil be made to a member of staff, staff should be supportive and empathetic, but not seek to deal with the matter themselves. Rather, they should refer the matter immediately to one of the School's SMLOs (Sexual Misconduct Liaison Officers), professionally trained staff who are qualified to deal with such conversations. They will take disclosures for preservation of best evidence and will seek to hold what is termed a containing conversation. It should be noted that they will not be involved in disciplinary issues or sanctions and they will base their handling of a situation on the principles of a trauma-informed approach. They shall speak with the pupil concerned and record salient details, all of which will be passed on to the DSL and be recorded on CPOMS.

Other policies that directly influence this policy are:

- Child Protection & Safeguarding Policy
- Teaching & Learning Policy
- Assessment Policy
- Anti-bullying Policy
- Health & Safety Policy
- AI Policy

Appendix 1:

Dealing with indiscipline in the classroom



