Potterhanworth Church of England Primary School

Behaviour and Anti-bullying Policy (including exclusions)



At Potterhanworth, we strive to be a **caring school family where everyone belongs.**

We inspire **joyful learning and high aspirations so that all can thrive**.

We aim to **open our hearts and minds** so that each person can **make a positive difference** in our local community and beyond.

Together, we **grow into happy, responsible and spiritually aware citizens** for our changing world.

"Rooted in God's love, we learn, grow and flourish." (Ephesians 3:17–19)

Policy Approved on	**:**	**September 2026**
Signed on Governor Hub		
Policy Review Date	**:**	**September 2027**

At Potterhanworth Church of England Primary School, we strive to be a caring school family where everyone belongs. Our approach to behaviour and anti-bullying reflects our commitment to inspiring joyful learning and high aspirations, so that all can thrive.

This policy is rooted in our Christian vision and in the Church of England's commitment to enabling all children and adults to flourish in an environment where they feel safe, valued and respected. To that end, every child will experience:

- a caring, Christian culture in which everyone is included, secure, respected, valued and nurtured
- stimulating learning and teaching with quality resources that enrich the curriculum
- a culture of high expectation and success where there is the capacity for sustained improvement and where everyone can explore and take risks without fear of failure
- a working partnership between school, home and the wider community
- a encouragement to embrace new ideas with enthusiasm and contribute to initiatives outside school
- an organisation which is passionate about learning

BEHAVIOUR POLICY

Our behaviour principles:

In line with the Church of England guidance *Flourishing for All*, we recognise that "**every member of a school community is valued as having inherent worth**" and that behaviour policies must protect the dignity and wellbeing of all, particularly the most vulnerable.

We therefore seek to combine clear boundaries with compassion, ensuring that expectations are high while relationships remain restorative and respectful:

- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times and are good role models across the school.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with our Behaviour Policy.
- Restorative approaches are often used. Our use of restorative approaches reflects our aim to open hearts and minds, helping children to understand the impact of their actions, repair relationships and make a positive difference within our school community and beyond.
- The Behaviour Policy is understood by pupils and staff.
- Exclusions will only be used as a last resort.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- As *Flourishing for All* states, "**the drive to eliminate bullying should go beyond compliance to deep compassion and relentless pursuit of flourishing for all**," and this underpins our response to behaviour challenges

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Our Code of Conduct

We at Potterhanworth are expected to be thoughtful and considerate towards others. We will respect everybody in our school, the school building and everything in it.

(This code was developed through joint discussion involving pupils, staff and governors. The code is regularly reinforced in Collective Worship, class discussion and PSHE units.)

1 Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Everyone in our school community is entitled to:

- respect
- teach and learn
- be safe

We believe that this can be achieved if clear expectations concerning behaviour are agreed and upheld fairly throughout our school community.

We aim to approach behaviour management positively throughout the school in a restorative way.

We aim to teach children how to solve problems by thinking things through, discussion and negotiation.

We aim to help our children develop responsibility for their actions by seeing the links between behaviour and the consequences of their actions.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules; it is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Children and staff have the following code of conduct:

Our School Rules:

- We will respect each other and all property, this means: looking after one another, school property; listening carefully when others are speaking; getting permission before touching each other's belongings; walking around the school and classrooms; keeping hands and feet to oneself
- We will do as we are asked the first time we are asked by all members of staff.
- We will be respectful on our journey to and from school.

Our Classroom Rules:

- We respect what each other has to say and will speak and listen in a manner appropriate to the situation.

- We will make the classroom an enjoyable place where we can all work together.

- When a member of staff claps their hands, we will stop and listen.

Our rules and their consequences (positive and negative) are frequently discussed with our children, particularly at the beginning of a new year or term.

The school expects every member of the school community to behave in a considerate way towards others. 'We treat others as we wish to be treated.'

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become, positive, responsible and increasingly independent members of the school community

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

All children should be regularly reminded about standards of behaviour expected, the school and classroom rules and the outcomes of their actions. Low-level behaviour incidents are addressed through our "warning, chance and action" system:

WARNING If a child chooses to break a rule give a warning

CHANCE After a warning has been given the child can then be given a last chance

ACTION If the behaviour is not improved action must be taken. (see below 2.13)

2 **Rewards and Sanctions**

2.1 We praise and reward children for good behaviour in a variety of ways:

- non verbal- approval/gesture e.g. a smile or thumbs-up
- verbal praise – teachers/staff congratulate children on an individual basis
- teachers/staff give children class and team-based rewards
- in written comments in work
- displaying/sharing work in class/whole school
- written comments about behaviour in end of year reports to parents
- taking work to other classes/staff
- nominate children from each class to be praised in celebration assembly;
- we distribute certificates/stickers to children either for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- child to be given special responsibility
- child to see Head Teacher for verbal, sticker or written reward

The school acknowledges all the efforts and achievements of children, both in and out of school.

2.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

2.3

Child on Child Abuse

At an age-appropriate level, our PSHE, relationships and sex education programme supports children's understanding of healthy relationships, friendship, touch and correct choices. This age-appropriate content gives children the opportunity to discuss different situations – supporting healthy relationships with others.

All incidents/disclosures are reported following the school's safeguarding procedures.

2.4 Mobile Phones

Children's mobile phones are not allowed in school. If they need to be brought into school for any reason (e.g. for safety when cycling to school and back), then they must be switched off and handed into the office on arrival and collected at home time.

2.5 Confiscation of Inappropriate/banned Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property, if appropriate, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In most cases a parent will be called to collect the confiscated item from school. Parents are responsible that this item will not return to school. However, items such as weapons and knives and child pornography must always be handed over to the police.

A list of prohibited items which the school has the power to search for without consent can be found in the DfE publication 'Behaviour and Discipline in Schools' January 2022. Banned items are included in the list in the guidance and any other items that the HT feels would be detrimental to maintaining high standards of behaviour are not allowed in school.

2.6 Out of School Misbehaviour

Inappropriate behaviour out of school will be addressed. For example:

- taking part in any school/organised event or school-related activity, eg school trips, school disco
- travelling to and from school
- behaving inappropriately online

2.7 On-line Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

2.8 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

2.9 Malicious Allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

2.10 Responding to Misbehaviour from Pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Our approach may include examples such as:

- Short, planned breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating arrangements to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism

- use of a safe space or 'time out' where pupils can regulate their emotions during a challenging moment

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

2.11 Pupil Transition

Supporting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering support and a 'buddy' to familiarise them with the behaviour expectations and the wider culture of the school.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year

2.12 Training

As part of their induction process, our staff are provided with regular training on managing behaviour. This may include:

- 'Positive Handling'
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Autism Awareness
- Awareness of neurodiversity
- Trauma based training

Behaviour management will also form part of continuing professional development.

Up-dates and expectations are regularly discussed at staff meetings/morning meetings.

2.13 The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment.
If behavioural incidents are deemed as more than a 'low level concern' then the following approach is followed:

Stage One

ACTION

Offender/offended given time to discuss/resolve and reflect

An apology – verbal or written

Change of seat

Redo task

Loss of privilege

Miss varying amounts of playtime/lunchtimes depending on the nature of misbehaviour. During this time, the child may be asked to reflect on their behaviour and observe other children modelling the correct behaviours.

We employ each sanction appropriately to each individual situation.

- **We expect children to listen carefully to instructions in lessons.** If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own to avoid distractions.

- **We expect children to try their best in all activities.** However, if they do not and there are concerns about their behaviour towards their learning, then they will be asked to redo their task.

- If a child is disruptive in class, then the teacher reprimands the child. If a child misbehaves repeatedly and is a significant distraction to their own learning and that of others, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

- **The safety of the children is paramount in all situations.** If a child's behaviour endangers the safety of others or themselves, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child may need to be taken to a calm space for the safety of themselves and others.

- If a child threatens, hurts or bullies another pupil, the class incident is recorded on CPOMS and then next steps are discussed and implemented. If a child repeatedly acts in a way that disrupts or upsets other, the school contacts the child's parents and seeks a time to discuss the situation, with a view to improving the behaviour of the child.
- We work with those concerned to consider how to put things right. It is our intention that children recognise the impact of their behaviour on others and what they can do to amend their mistakes.

  All children on the receiving end of challenging behaviour are supported and taken seriously.

Stage Two

ACTION

As before with any of the following according to the level of offending behaviour.

Talk with child and agree written statement/contract of acceptable behaviour.

Letter of apology

'Time out of classroom' with another member of staff

Child to see Head Teacher or designate

Discussion with parent.

Exclude from activities eg visit on health and safety grounds.

Persistence or unacceptable behaviour

If any of the above behaviours persist despite sanctions, the Head Teacher will inform the parents and a positive behaviour management plan will be set up and/or support sought from an outside agency, eg: emotional and behavioural support service.

Stage Three

ACTION

Any of the previously listed sanctions plus:

Child may be excluded from school for a fixed term or permanently

Governing Body will be informed

Serious behavioural incidents must to be recorded on CPOMS and the appropriate action taken after discussion with the Head Teacher.

These include:

Repeated breaking of school/classroom rules

Abusive behaviour – bullying, racist remarks, swearing, answering back in disrespectful manner, physical violence, harming others
destruction/removal of property, anti-social behaviour e.g. spitting

Behaviour that puts the children in school at risk

Behaviour which prevents learning or the normal running of school

Dangerous behaviour-loss of self-control -, breaking health and safety rules, putting themselves or others in danger.

2.14 The class teacher discusses the school and classroom rules with each class. These are agreed with the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time', or they are addressed in Collective Worship.

2.15 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any incidents of "bullying" are recorded on CPOMS and actions/ monitoring procedures are put in place.

2.16 Staff only intervene physically to restrain children to prevent injury to a child, if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the safer handling restraint of children.

3 The Role of the Class Teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently, taking into account the needs of those concerned. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENDCO or Head Teacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, make a referral to BOSS.

3.6 The class teacher reports to the parents about the progress of each child in their class, in line with the whole school policy. The teacher may also contact a parent if there are concerns about behaviour or the welfare of a child.

3.7 When behaviour issues arise, discussions with the child are succinct; we do not go over old ground; the matter is addressed and we find a way forward.

4 The Role of the Head Teacher

4.1 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children and staff in the school.

4.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Head Teacher may contact parents if there are concerns about behaviour.

4.4 The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of behaviour, the Head Teacher may permanently exclude a child. Both these actions are reported to governors.

NB: all staff are responsible for and committed to acting in line with our school Behaviour Policy

5 The Role of Parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school brochure, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the behaviour:

- In the first instance, they need to speak to the class teacher (this may need to be by appointment).
- If the matter cannot be resolved, then they should make an appointment to see the Head Teacher – **this must be arranged at a mutually convenient time**.

If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

6 The Role of Governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

6.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-Term and Permanent Exclusions

7.1 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from the school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

7.2 If the Head Teacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The Head Teacher informs the LEA and the governing body about any permanent exclusion and about any fixed-term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8 Monitoring

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

8.3 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy regularly. The policy will be reviewed if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

ANTI-BULLYING

Introduction

Bullying is defined as repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Our anti-bullying practice reflects our commitment to being a school where everyone belongs and where difference is respected. We believe that children learn best when they feel safe, known and valued.

Potterhanworth Church of England Primary School recognises and uses these broad definitions of bullying

Bullying includes behaviour which is:

- deliberately hurtful
- often repeated over a period of time
- makes it difficult for those being bullied to defend themselves

It is recognised that bullying can take many forms but the main types can be:

- physical – hitting kicking, pushing, taking belongings, any use of violence
- verbal - name calling, insulting, sarcasm, spreading rumours
- indirect/emotional - excluding, tormenting, by hiding belongings, threatening gestures, ridicule, humiliation
- sexual – explicit remarks, sexual gestures, inappropriate touching
- cyber bullying (bullying that takes place on-line) – our E-Safety Policy refers directly to our policy regarding cyber bullying and should be read in conjunction with this policy
- prejudice-based and discriminatory – racial, gendered, homophobic, disability based

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

How might children know if they are being bullied?

In school, we use the mnemonic STOP. This stands for Several Times On Purpose – a definition designed to help children understand what constitutes bullying, distinguishing it from isolated or accidental incidents.

STOP can also stand for Staff, Teacher or Parent as a reminder for children to tell a trusted adult who will be able to help them address the issue.

The Church of England is clear that "bullying has no place in our schools; every child deserves to learn in an environment where they are loved, supported, and respected." This principle guides all prevention and response strategies within this policy.

Aims and objectives

Preventative Measures: this policy aims to build on the school Behaviour Policy to prevent bullying and to provide guidance on dealing with bullying.

1. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

3. This policy aims to produce a consistent school response to any bullying incidents that may occur.

4. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The responsibility of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not accept bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body will monitor any incidents of bullying that occur, and review the effectiveness of the school policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The responsibility of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The head teacher sets the school ethos of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Head Teacher ensures that an effective PSHE programme – 1 Decision – is promoted across the school to support positive behaviours, positive choices and relationships with others.

The responsibility of Teachers and Staff

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Any form of alleged bullying is recorded on CPOMS.

In-house support enables them to become equipped to deal with incidents of bullying and behaviour management, and relevant training ensures staff are equipped and is part of staff induction.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teachers immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Guidelines for action should bullying occur

If you are worried that a child is being bullied ask him/her directly. Be prepared for the child to deny that anything is wrong. Encourage the child by saying that you are concerned and want to help and support whatever the problem is.

Take the child seriously. Find out exactly what has been going on. Don't promise to keep the bullying a secret but reassure the child that you will address the problem.

Following this, the incident should be reported to the Headteacher, who will take the problem seriously and investigate fully. All or some of the following actions will be considered and the appropriate choices of which to follow will be put in place depending on the individual needs of the case:

- interview those involved (separately – or together, only if appropriate)
- decide an appropriate action, such as appropriate apology, positive behaviours/behaviour plan
- insist on return of items
- promote more discussions/assemblies
- provide a safe haven for victim
- provide adult/peer support for victim
- counselling/investigation of why
- encourage bully to change behaviour/behaviour plan
- possible loss of privileges for bully
- counselling for bully and bullied

All members of staff will be informed of the incident and action to be taken and a follow up meeting will be held to discuss progress.

The Head Teacher will arrange a time to meet/discuss any bullying incidents with parents. Once a plan of action/support has been devised, the Head Teacher will arrange a follow-up meeting with parents/children to ensure the situation continues to be monitored as appropriate.

Support

The school work through the behavioural ladder of intervention and the SENDCo will liaise with relevant, external bodies as appropriate for support.

We pay particular attention to those who may be more vulnerable, recognising with the Church of England that true flourishing requires special care for those at greater risk of harm or exclusion.

Monitoring and review

All staff are asked to report any concerns about school policy/procedures to the Head Teacher. These will then carefully be considered and may also be discussed at staff meetings.

Children are also involved in monitoring the effectiveness of policy through discussion. This takes place in planned assemblies and class discussions during School Council Meetings.

This policy is monitored on a day-to-day basis by the head teacher, who reports to the governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

There are preventative measures in school to reduce the likelihood of bullying occurring and strategies for encouraging children to report bullying.

STAFF

There are regular opportunities for teaching and support staff to discuss behaviour/bullying procedures and concerns. This creates a high level of staff awareness of the need to maintain a safe environment for all children.

Good communication between teaching and lunchtime/support staff means that observations in playground can be focused on possible problems.

Positive early intervention is always encouraged.

CHILDREN

The caring ethos of the school and school code of conduct are regularly re-enforced through Collective Worship, our focus on the school values, role play, drama, PSHE activities, pupil voice groups and involvement in charities.

Older children are encouraged to support younger children during playtimes, helping them to play together.

There is a buddy system across the school and various pupil voice groups to support positive choices and behaviours.

New children are welcomed and supported by all.

Children are made aware (through Collective Worship and class activities) of their responsibility to make the school a safe and happy place for all.

Opportunities to build self-esteem and celebrate success and behaviour are planned within Collective Worship and in class.

Strategies for responding to bullies are discussed in Collective Worship and class.

Support through our PSHE programme, 1 Decision.

During anti-bullying week, usually in Autumn Term 2, there is a focus on children's understanding of bullying and measure they can take to prevent it.

All of these strategies equip them to recognise and tackle bullying, both for themselves and on behalf of others; even if this is not relevant for them now,

they will be able to draw on those skills in future, including in the next phase of their education, if needed.

Together, as a school family, we seek to grow children into happy, responsible and spiritually aware citizens, equipped to contribute positively to our local community and our changing world.

Review

The governing body reviews this policy regularly. The policy will be reviewed if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.