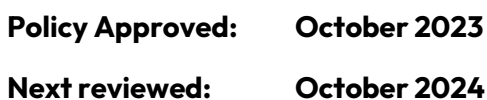


Positive Behaviour Policy



Next reviewed: October 2024

Rationale

This policy is designed to support the way in which all members of the school can flourish and work together in a community where everyone feels happy, safe and secure.

We believe that good behaviour and discipline are an essential foundation for successful teaching and effective learning. A clearly set out Behaviour Policy, which is understood and implemented by all those involved with the school, is therefore crucial to ensuring that our community functions as it must in order to achieve our aims.

This policy should be read and applied in conjunction with all other relevant school policies, including the Safeguarding & Child Protection Policy.

Aims of this Behaviour Policy

Aims

Our aim is that children are **ready, respectful, safe**.

These are the desirable behaviours that we want the children to demonstrate.

Ready	Respectful	Safe
Show active listening Follow instructions Focusing on your classroom Engaging in your learning	Showing good manners Addressing each other politely Consider how our behaviours may affect others To take care of our school environment and our resources To look out for one another	Demonstrate safe hands and feet Move calmly around the school building Use equipment properly Use technology responsibly Play only in the places allowed Wash hands regularly Catch and bin coughs and sneezes

As staff, we aim:

- To promote an orderly and purposeful atmosphere about school which is conducive to effective teaching and Learning.
- To ensure everyone behaves in a calm, respectful, courteous and considerate manner so as to foster positive relationships within school.
- To encourage pupils, through their actions, to demonstrate that they understand what behaviour is expected and appropriate, and that they are adhering to these expectations.
- To educate pupils to take responsibility for all their behaviour, acknowledging that they are responsible for the behaviour choices they make and the impact these have on others.
- To support pupils in developing high expectations of themselves, fostering high self-esteem and self-discipline and an appropriate respect for authority.

- To ensure that parents have confidence in the management of behaviour within school and are able to work in partnership with school to support all pupils to behave well.
- To promote the five core values in school:

Perseverance – we promote the importance of always giving 100% despite the difficulties and challenges we will face.

Wonder – the world around us is inspiring and we want everyone to explore it with a sense of awe and wonder.

Excellence – we want to support everyone to be the very best version of themselves, following their passions and striving for excellence.

Courage – we promote having the courage to follow our moral compass, to stand up for what we believe in and to have the strength to do what we feel is right.

Kindness – to love our neighbours and show kindness and compassion to everyone, but especially to those in most need.

Introduction

The behaviour of children at St. Oswald's is excellent, and as a community we act with respect, care, consideration and politeness to others. Pupils learn to behave well in this way through the school, having high and consistent expectations of everyone and pupils being regularly reminded of what is expected of them. Supporting the development of good behaviour in this way is the responsibility of everyone in school. Using praise and reward to positively reinforce good behaviour choices is a key element in developing high self-esteem and self-discipline in pupils. When negative behaviour does occur it should be seen as an opportunity for the pupils concerned to discuss and understand different, appropriate behaviour choices which they could have made and may do in the future.

Guidelines – Promoting Positive Behaviour

1. The key to inspiring good behaviour in pupils is strong, positive, respectful relationships between adults and pupils in the school. These are developed through fairness and consistency.
2. Good discipline is self-motivated. To help children learn this we will reinforce good behaviour choices through praise and reward systems. At a class and Year group level these will be age-appropriate and may include stickers, reward charts, praise in a wider forum such as Collective Worship etc.
3. At a whole school level, adults will use Class Dojo as a tool to reward good behaviour, with individual Dojo points won contributing to the weekly House Points competition.
4. Class teachers will ensure that there are clear expectations for behaviour in their class that have been discussed and agreed with the children. In each classroom, we have a 'Wall of Recognition'. This contains our school vision and values. A weekly focus from within the values and vision is discussed with the children and chosen by class teachers. This helps children to understand our vision and values, and be involved in setting individual and collective behaviour expectations. Children's names are put on here in recognition of them exemplifying this focus.

5. Aspects of positive behaviour will be discussed and encouraged through PSHE Lessons and through our whole school Thrive Approach. [See the Thrive policy here.](#)
6. At Playtime / Lunchtime, Duty Teachers / our Lunchtime Team (including Lunchtime Supervisors and Lunchtime Assistants) will ensure that all aspects of our Behaviour Policy are adhered to. At these times children should:
 - Treat everyone with respect
 - Always play where they are supposed to play
 - Be kind to others and keep hands / feet to themselves
 - Try to include those who have no one to play with
 - Talk quietly when in the dining room and work together to keep the tables and floor clear for the next group of children to use.
 - During wet play to stay in the allocated room and to behave calmly and appropriately.
7. Rewards. To reinforce good behaviour, we have consistent reward systems across school.
 - Star of the Week – to be given to one child per class and celebrated during our weekly Celebration Assembly.
 - Headteacher recognition – to be given to children in recognition of their success. Children are sent to the Headteacher for special recognition.
 - Growth mind-set certificates – to be celebrated during our weekly Celebration Assembly
 - House points – These can be awarded for good behaviour and good work. We use Class Dojo as the way to award and record House Points. A record of each child's tally of house points will be kept through the year, contributing to the weekly and yearly House Point Competition.

Guidelines – Addressing Negative Behaviour

It is part of growing up to occasionally make negative behaviour choices. These are learning opportunities, through which children can recognise what different appropriate choices could and should have been made and develop the self-discipline and motivation to make such choices in the future. It is key to helping children develop good self-esteem that, in these situations, children realise it is the behaviour that is unacceptable, not themselves, and that they are capable of making different, appropriate behaviour choices.

Unacceptable Behaviour

We recognise that despite all our efforts to maintain a positive atmosphere some pupils will exhibit displays of unacceptable behaviour. Examples of unacceptable behaviour:

- Showing disrespect to an adult in school.
- Verbal intimidation of peers.
- Misuse of property either school's or another person's.
- Language choices made deliberately to upset or offend others.
- Physical attacks on other children or adults in school.
- Disrupting the education of other pupils.
- Endangering the health and safety of themselves or others by failing to comply with guidelines about how to move around school and moving into "out of bound" areas.

If negative behaviour continues, the response to this behaviour will progress through a series of stages.

In Class / Around School

Stage 1: The first response to negative / disruptive behaviour is to praise examples of the appropriate behaviour in another child, in a way that the child making poor behaviour choices will hear, stating clearly the expected behaviour that is being praised. This is often all that is required to remind a child of behaviour expectations.

Stage 2: Continued negative behaviour following this will warrant a specific direct warning / reminder to the child from the adult, stating what the unacceptable behaviour is.

Stage 3: Further negative behaviour – The child will be made clearly aware of what it is that is unacceptable about their behaviour and then may be moved elsewhere in the classroom (no child will ever be left unsupervised). A CPOMS (online monitoring system) report may be made, at the judgement of the adult involved.

This stage results in an appropriate sanction, for example a missed play time. During this sanction, staff will carry out restorative work during 'Reflection Time' with a pupil. ([See Restorative Questions Appendix](#)).

Typical Reflection Time practice:

Children to spend 10 minutes with a member of staff to take part in reflection time. This may take place during morning or afternoon playtime, or during afternoon assembly, depending on when the sanction has been used. This will be an opportunity for a member of staff to carry out restorative practice with a child, discussing their behaviour with them. Examples of restorative questions:

1. What happened?
2. What were you thinking/how were you feeling at the time?
3. Who has been affected by your actions? What impact have your actions had?
4. What do you think needs to happen next to make things right?

Children will complete a restorative practice poster that will then be returned to the class teacher to file away.

Stage 4: Persistent negative behaviour or an isolated significant incident – the Inclusion staff (Pastoral Team (Thrive team) and/or Senior Leadership Team) will be informed, with a record of the behaviour being entered in CPOMS. Appropriate, proportionate sanctions will be applied. In some circumstances, parents may be contacted to discuss the behaviour.

Stage 5 : If persistent negative behaviour continues, a meeting with parents will be arranged to discuss the child's behaviour with the Class Teacher and Inclusion Team. If appropriate, a plan will be drawn up identifying what action will be taken to support a change in behaviour by the child. In certain

circumstances, a formal final warning (either specific or general) may be issued. It will be clearly state to the child and parent that the consequence of not heeding this warning will be progression to Stage 6 or Stage 7.

If the behaviour continues or becomes a threat to other pupils or staff, Stage 7 & Stage 8 may be applied by the Headteacher.

Stage 6: An internal exclusion where a pupil spends time in isolation away from their peers. Parents will be informed and this stage will usually result in a behaviour meeting with parents.

Stage 7: A suspension.

Stage 8: A permanent exclusion.

Significant, serious negative behaviour, especially involving violence, bullying or prejudicial behaviour may result in some stages being omitted or accelerated progress through these stages.

At Lunchtimes

Stage 1: Any unacceptable behaviour should receive a warning / reminder, clearly stating what the unacceptable behaviour is. If the behaviour is of a kind that all the children are clearly aware is unacceptable Stage 1 may be omitted.

Stage 2: If the behaviour is repeated the child may be given a 'Time Out' for a limited period of time, for example being asked to move to a different area for some time to reflect. This gives the child time to think about the negative behaviour in a calm and measured way. A restorative conversation with a member of staff should be had. E.g. What happened? What were you thinking at the time? Who has been affected by your actions? What impact have your actions had? What do you think needs to happen next to make things right?

Stage 3: Continued behaviour or more serious negative behaviour should be brought to the attention of the Lunchtime Supervisors. They will record the incident on CPOMS. Appropriate and proportionate sanctions may subsequently be applied by the Inclusion Team if deemed necessary.

Stage 4: If the seriousness of the incident requires it, the Inclusion Team may be involved immediately to deal with pupils involved. Parents may be contacted in these circumstances.

From Stage 5, strategies will be in line with the 'In Class' Stages above

The Senior Leadership Team will be consulted if behaviour is deemed serious (see guidance below on serious incidents).

Serious incidents

All serious incidents will involve the SLT and will include a phone call home to speak to parents/carers or invite parents/carers into school for a meeting.

Examples of behaviour that are considered 'major incidents':

- bullying behaviour
- peer on peer abuse, sexualised language or behaviour (see [Peer on Peer Abuse Policy](#)).
- fighting
- racist, sexist or homophobic comments or actions
- serious challenge to authority
- verbal abuse to another person
- impulsive injury to another person
- malicious physical assault on another person
- significant damage to school property

When a child has had to spend a significant period of time away from class, for an internal exclusion, a member of the SLT will speak to the rest of the class about what has happened.

Suspensions & Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to suspend/exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends/excludes a pupil, they will inform the parents immediately, giving reasons. Parents can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The school informs the LEA and the Governing Body about any permanent exclusion and about any suspensions beyond five days in any one term.

Searching without consent

This policy follows legal guidance around the right for staff to search for knives or weapons, alcohol, illegal drugs and stolen items, referred to in Section 550ZA of the Education Act 1996 as 'prohibited items'.

Establishing Grounds for a Search

1. Teachers can only undertake a search without consent of the child or SLT if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, or they believe there is significant risk associated with the item(s). The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. School staff can view CCTV footage in order to investigate an incident or to make a decision as to whether to conduct a search for an item and act in accordance with the Data Protection Act 1998.

Use of reasonable force

St. Oswald's Church of England Primary School adheres to and implements the following DfE guidelines (2011) regarding the use of reasonable force:

1. What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2. Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to visitors whom the head teacher has arranged to work with pupils or in school such as unpaid volunteers or parents accompanying students on a school organised visit.

3. When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to keep children safe and to keep others safe.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4. What about other physical contact with pupils?

(i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

(ii) Examples of where touching a pupil might be proper or necessary:

- a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b. When comforting a distressed pupil;
- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
- f. To give first aid.

The staff, Headteacher and governors will expect the support of parents in implementing the behaviour policy.

Anti-Bullying at St. Oswald's Church of England Primary School

Definition of Bullying

Bullying is a continuous pattern of behaviour by one person or a group of persons towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person. It is premeditated and persistent. There is an imbalance of power making it hard for those who are being bullied to defend themselves.

Forms of bullying

- Physical – punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will
- Verbal – malicious teasing; insults about race, religion or culture; offensive name calling or comments
- Indirect – spreading rumours or stories about a person; being left out, ignored or excluded from groups
- Electronic/cyber bullying – via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone

Types of bullying

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity

- special educational needs and disabilities
- appearance or health conditions
- home circumstances

Bullying is a complex type of behaviour occurring between individuals and groups.

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies can become involved

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances

- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel.

Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour

- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem
- address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- ensure all staff are trained and supported to enable them to model positive relationships
- regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

School Action/Procedures

All incidents, which are reported to school staff, will always be dealt with and recorded. The head teacher will keep a record of all incidents. Each incident must be handled individually once the problem and the children have been identified. The school ensures each adult is committed to recognising and putting an end to acts of bullying or harassment.

- All staff to be informed
- All action to be recorded
- Full investigation including monitoring to be carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases
- Persistent occurrence will necessitate the involvement of outside agencies

Responding to Incidents of Bullying

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

- After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately by completing an incident report on CPOMs in the bullying category.
- When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family) • Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

We believe that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Sanctions

Where a restorative approach has been unsuccessful in preventing further bullying incidents, the use of sanctions will be considered e.g. in cases of serious bullying such as where violence has been used.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Like the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. The school will draw upon the school's Behaviour and Discipline Policy for Positive Behaviour and follow the system for sanctions.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Responding to incidents of bullying which occur off the school premises.

Bullying can and does happen outside school and in the community. Bullying is a response to a lack of positive relationships and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the guidance in the Behaviour Policy.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that we can:

- Raise awareness among the whole school community of possible risks within the community e.g. gangs/county lines
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

Working with Parents /Carers

Where we have become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted via a phone call/ email and may be invited to the school to discuss their child's situation. We will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

The outcome of the meeting and agreed actions/responses will be recorded by the school on CPOMS.

We will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to CPOMS. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on CPOMS. A problem-solving approach will be

adopted with parents/carers. While we firmly believe that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, we understand that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving. We will ensure that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying we will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying.

Our strategies include:

- Providing opportunities for class Circle Time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way
- Accessing support from external agencies and professionals
- Providing additional SEMH support for children through the Thrive Approach

Prevention

Our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE.
- Implementing a whole school approach to supporting children's social, emotional and mental health needs through The Thrive Approach
- Ensuring that the school's anti-bullying statement and values are actively promoted in assemblies and other formal occasions
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors

- Providing a school council and regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes and access to Thrive Practitioners
- Working with children to identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups as appropriate
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites

Delivering the Curriculum for Positive Relationships and Anti-Bullying

Our curriculum plays a valuable role in preventative work on bullying. The [PSHE curriculum](#), The [ReflectED](#) Approach to teaching metacognition in the classroom, [Forest School](#) and [The Thrive Approach](#) all support the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

Children's Consultation and Participation

We consider listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. Ways in which we audit how bullying is being addressed include:

- listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying.
- actively encouraging children to participate in identifying both the problems and solutions to bullying.

Children actively participate in:

- Class and school councils
- Focus groups and face to face discussions
- Active learning and interactive learning techniques included in PSHE such as mind mapping sessions, role play, puppets, group work and creative arts
- Surveys including questionnaires designed and carried out by children

Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively.

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews
- Whole school reporting tools. The head teacher regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.