Henry Chichele Primary School

Behaviour and Relationships Policy

September 2025

DRAFT

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This policy is based on legislation and advice from the Department for Education (DfE)

- **Behaviour in schools: advice for headteachers and school staff, February 2024**
- **Searching, screening and confiscation: Advice for schools July 2022**
- **The Equality Act 2010 and schools (May 2014)**
- **Keeping Children Safe in Education 2025**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024**
- **Use of reasonable force in schools - July 2013**
- **Supporting pupils with medical conditions at school - December 2015**

It is also based on the

Special Educational Needs and Disability (SEND) Code of Practice - January 2015

In addition, this policy is based on:

- Section 175 of the **Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the **Education and Inspections Act 2006**, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- **DfE guidance** explaining that maintained schools must publish their behaviour policy online

"The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty." Paul Dix (2017)

Intent

This policy aims to:

- Promote a culture of respect, responsibility, empathy, kindness and safety across the whole school
- Ensure high expectations for positive behaviour are clear, consistent, applied fairly, reflecting the values of the school
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Support pupils to develop self-regulation, empathy, and resilience
- Align behaviour practices with safeguarding and well-being priorities
- Reduce exclusions and ensure equitable outcomes for all, especially vulnerable pupils
- Clearly outline what we consider to be unacceptable behaviour, such as bullying (see Appendix 2) and discrimination, and explain the possible consequences in a respectful and transparent way

Core Principles

- Behaviour is a form of communication
- All behaviour is an opportunity for teaching and relationship-building
- Every pupil has the right to feel safe, respected and included
- Consistency from staff builds trust, security and predictability
- All staff are responsible for modelling and promoting positive behaviour

Roles and Responsibilities

Pupils will be made aware of the following regarding our behaviour culture:

- What good behaviour looks like at our school
- The school's key rules and routines
- That the behaviour policy will be implemented consistently
- That they have a duty to follow the policy
- The specific rewards they can earn for displaying positive behaviour
- The consequences that are in place to ensure that learning is not disrupted, and safety is maintained.
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's Relationship and Behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Parents/carers are responsible for:

- Get to know the school's Relationship and Behaviour policy and reinforce it at home where appropriate
- Supporting their child/ren in adhering to the school's behaviour Relationship and Behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural and/or relationship concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour or relationships with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the Relationship and Behaviour policy consistently
- Meeting and greeting pupils each morning
- Engaging with all pupils within the school
- Modelling positive behaviours and building relationships
- Planning lessons that engage, challenge and meet the needs of all pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards by modelling the expected behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Challenging pupils to meet the school's expectations
- Keeping families informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

The Senior Management Team (SMT) and Senior Leadership Team (SLT) are responsible for:

- Promoting the ethos of the school and ensuring that the Relationship and Behaviour policy is adhered to consistently and fairly within all phases of learning
- Being a visible presence around the school
- Supporting all staff in their understanding of the behavioural and relational expectations and the importance of maintaining them
- Leading on the behaviour, relationships and conduct of key phases in school whilst working with the headteacher and deputy headteacher to ensure a nurturing environment that promotes and maintains high standards of behaviour and mutual respect

The Headteacher is responsible for:

- Promoting the ethos of the school
- Reviewing the policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's Relationship and Behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive professional relationships and high expectations of behaviour
- Monitoring that the policy is implemented by staff consistently with all pupils
- Ensuring that staff understand behavioural expectations and the importance of maintaining them
- Ensuring the policy works alongside the safeguarding policy to offer pupils support and sanction when necessary
- Ensuring the data from behaviour logs is regularly analysed and reviewed, to make sure that no groups of pupils are being disproportionately impacted by the policy
- Ensuring that appropriate training in building positive professional relationships and positive behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, is delivered to any staff who require it so that they can fulfil their duties set out in the policy.

The governors are responsible for:

- Reviewing and approving the policy
- Reviewing the Relationships and Behaviour policy in conjunction with the headteacher
- Monitoring the effectiveness of the policy
- Holding the headteacher to account for its implementation

Implementation and Impact

We have high standards of behaviour across our school and have three simple rules that we expect to be followed by the whole school community. Learning is fundamental to everything we do; therefore, we must encourage positive learning behaviours.

We understand that some pupils may need additional support and reasonable adjustments introduced to achieve this.

We have three simple behaviour rules:

Be ready

Be respectful

Be safe

Although these are simple and easy to remember, we expanded these to make the purpose of expected behaviour really clear to everyone.

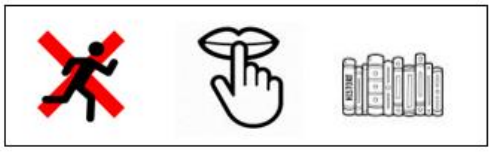
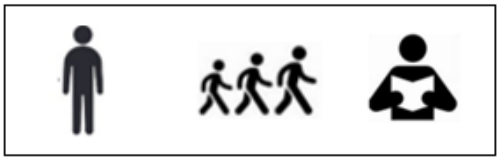
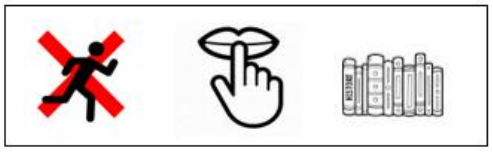
Expected Behaviours		
Be ready to		
• Take part in discussion at the appropriate time	because	being involved is important for your progress but talking when others are, is disrespectful
• Listen to the person talking in the classroom	because	we treat others how we would like to be treated ourselves
• Learn by having the equipment that you need ready at the beginning of the lesson (incl. your water bottle)	so that	you make the most of learning time
Be respectful by		
• Being considerate of the feelings of those around you; both adults and children	because	being kind creates a positive environment for everyone
• Not causing a distraction to others	because	everyone has the right to learn in school and distractions make that difficult
• Treating the school buildings and school property with care	because	our school is for everyone, and we are all responsible to keep it in good order
• Taking responsibility when you do wrong and accept sanctions when given	because	learning from our mistakes is an important part of our learning
Be safe by		
• Behaving in an orderly and self-controlled way	because	it prevents causing harm to you or others
• Moving quietly and sensibly around the school	so that	everyone can always hear important safety instructions
• Always keeping your hands and feet to yourself	because	hurting others is unacceptable

Expectations

Routines in our school are important because they teach and reinforce the behaviour consistently expected of all, promote the values of the school and ensure the best use of learning time.

Each class will have their own routines established that reflect the age and stage of the pupils. However, we do have the following routines that all children are expected to follow across the school, regardless of age.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Lining up o Line up in register order o Keep your hands to yourself o Face forward	
Walking through the school o Walk on the left, if indoors o Keep a safe distance from the person in front of you o Pass the door on to the person behind you	
Using the library o Always walk o Quiet voices o Take care of our books	
Entering the classroom from break/lunch (not Y3) o Pupils will walk to their classrooms when the whistle is blown o Staff will greet their pupils o Be ready for learning	
Entering the classroom from break/lunch (Y3) o Staff will meet pupils in the playground o Staff will walk with pupils to their classroom Be ready for learning	
Lunchtimes in the hall o Sit at the table whilst eating o Clear food into the correct bins o Walk in the hall	
The Reading Barn o Always walk o Quiet voices o Take care of our books	

Explicitly teaching the expectations

Staff will ensure pupils are taught the routines that are expected at the beginning of the year and they will revisit this as needed. Where possible, these reasonable adjustments will be put in place proactively. For example, a pupil with special educational needs and or/disabilities (SEND) may need a routine to be adapted to support their needs or reduce triggers for dysregulation.

When teaching the routine, teachers will:

- Always be consistent in the use of the routine
- Establish the routine and run it through with the pupils first (this is what good behaviour looks like at our school)
- Ask questions to check pupils' understanding of the routine
- Show them where the routine reminder can be found
- Keep it simple – use symbols or phrases to help remind/understanding
- Catch learners doing the right thing
- Praise their behaviour, linked to the routine
- Celebrate the success of the class in following the routine

Where appropriate and reasonable adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Reasonable Adjustments

Behaviour expectations are the same for all pupils, but we recognise that some pupils need different strategies to achieve success. Reasonable adjustments will be made for pupils with SEND or other identified needs.

The school follows a graduated approach and may provide:

- Individual Learning Plans (ILPs)
- Regulation strategies and resources
- Adapted curriculum or timetable
- Access to the Inclusion Team
- External professional support
- Reflection and repair conversations after incidents
- Short, planned movement breaks
- Adjusting seating plans
- Use of additional learning spaces
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Professional development for staff in understanding the different areas of SEND

Positive Behaviour

Positive behaviour has positive consequences which are routinely celebrated in a variety of ways.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with specific positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and standards of the school's behaviour culture.

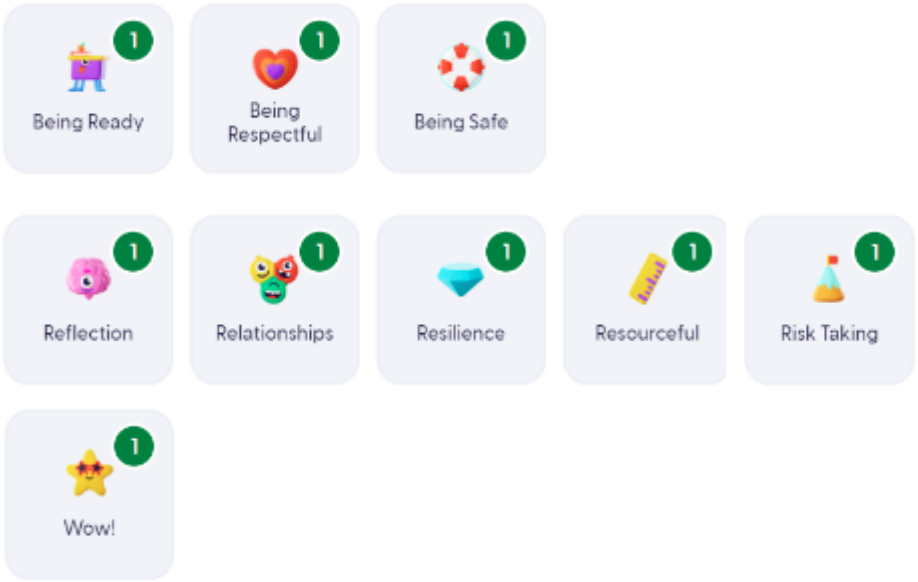
Positive behaviour is promoted through:

Reward	Key Stage	Award	Frequency
Specific verbal praise and recognition	All Key Stages	Stickers (EYFS and KS1)	When appropriate
Phone call home/chat at the door	All Key Stages		
Caught you cards (SMT)		Caught you card	
Wow Award		Certificate Family invited to assembly	Weekly
5R Award		Certificate Headteacher's tea	Termly
House Points and Dojos *	All key stages	Certificates (100 house points)	Termly
Whole-class or year group reward	All Key Stages	Demographically chosen popular activity	Termly
Multiplication Marvel	KS2	Trophies	Termly
P.E. Star Performer Awards for outstanding contributions to P.E. lessons	All Key Stages	Certificate	Weekly
Pupil responsibilities and leadership roles	All Key Stages	Responsibilities	Annually, termly, weekly
Restorative conversations and reflection	All Key Stages		Continuously

*House points are awarded at the end of every lesson (4 per day) for being engaged in, and completing, the learning. Bonus house points can also be awarded.

House points will be recorded using Dojos. A Dojo is a digital platform that allows schools to build a positive classroom culture with pupils. Each pupil will have an individual, self-personalised Dojo avatar, which is password protected, onto which their points will be recorded.

Pupils will be awarded bonus house points for:



Dysregulated Behaviour

Staff will work to create a calm, consistent, and supportive environment by positively reinforcing high standards and consistently addressing behaviour that does not meet expectations. Responses will always be fair, proportionate and consistent, helping pupils feel secure in the knowledge that expectations are clear and upheld.

Our aim is to support pupils in understanding what good behaviour looks like in our school, why certain behaviours may not be appropriate, and to guide them in making positive choices, ensuring every pupil is able to engage with and complete their learning.

All pupils will be treated fairly and with understanding under this policy, with careful consideration given to any factors that may have contributed to the behaviour. We believe that all behaviour is a form of communication and an opportunity to understand a pupil's needs more deeply.

We recognise that changes in behaviour can signal that a pupil may require additional support, protection, or maybe experiencing, or at risk of, significant harm. In such cases, we will follow our child protection and safeguarding policy, and consider whether pastoral support, early help, or a referral to children's social care is the most appropriate response.

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

When addressing behaviour concerns, staff will also consider how best to support the pupil in meeting behaviour expectations moving forward.

At our school, we follow a clear and consistent approach to managing behaviour, ensuring pupils understand expectations and consequences. For more detailed definitions of misbehaviour and serious misbehaviour, please see Appendix 1.

Managing Dysregulated Behaviour

Staff use a trauma-informed, relational approach that includes co-regulation strategies, de-escalation techniques, emotion coaching and regulation spaces. Clear and calm communication is utilised and consistent follow-up and repair strategies. Staff have regular professional development regarding recognising Adverse Childhood Experiences (ACEs), SEND-related behaviours and mental health needs that may contribute to dysregulation.

Recognising the impact of SEND on behaviour

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 in conversation with the pupil, family, staff and the Inclusion team.

When dealing with challenging behaviour from pupils with SEND, especially where their SEND need does affect their behaviour, the school will balance their legal duties when making decisions about enforcing this 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 behaviour, 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP will be protected 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 EHCP, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Consequences and Responses

We use a graduated, proportionate system of consequences, with the intention to develop learning and restore relationships (see Appendix 2).

Examples include:

- Reminders
- Verbal warning
- Restorative conversation
- Reflection time (in class or with SLT)
- Parental contact
- Behaviour support plan (for repeated incidents)
- Internal support / intervention (not isolation)
- Fixed-term exclusion (only as a last resort)

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

- Whether the pupil was able to understand the rule or instruction
- Whether the pupil was able to act differently at the time
- Whether the pupil is likely to behave aggressively due to their particular SEND

Depending on the answers to any of these questions, it may be unlawful for the school to apply a consequence to the pupil for the behaviour. Subsequently, the school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the sanction.

* Suspension and Permanent Exclusions

The school can use temporary and permanent exclusion in response to a serious breach or serious breaches of this policy.

The decision to exclude will be made by the Headteacher (or Acting Headteacher) and only as a last resort.

Following a temporary exclusion, we will consider strategies to support pupils to meet the expectations of the school. This includes a reintegration meeting with the family and Senior Management team.

Please refer to our Suspension and Exclusion Policy for more information.

Off-site/Online Behaviour

Consequences may be applied where a pupil has not met behaviour expectations off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat or causes harm to another pupil
- Could adversely affect the reputation of the school

Consequences will only be implemented on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Positive Handling

Positive handling includes a range of interventions that may involve physical contact with pupils. When considering the use of reasonable force, staff should carefully assess the risks and consider any specific vulnerabilities the pupil may have, including SEND, mental health needs, or medical conditions.

Trained members of staff have a duty to use positive force, only in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of positive handling will:

- Only ever be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied with 2 members of staff present
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded in the Bound and Numbered Book and reported to parents (the same day)
- Be monitored by the headteacher and safeguarding team
- Be reviewed collaboratively with all involved to reflect on and identify key learning

Malicious Allegations

Where a pupil 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 work with the pupil in accordance with this policy.

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

Working in Partnership with Parents

We value strong partnerships with our families as we acknowledge the vital role that they play in supporting their child in school. We recognise the importance of keeping parents informed of their child's behaviour in school and included in review processes so that our staff can work closely with the family to support them further.

When a pupil is involved in a serious behaviour incident (see Appendix), parents will be informed of both the behaviour and the resulting consequences on the same day the incident occurs.

Should a pattern of concerning behaviour begin to emerge, the family will be informed and the behaviour will be monitored closely in collaboration with them. If, despite intervention, there is little improvement over a specified period (usually around two weeks), the class teacher will arrange a follow-up meeting with the parents and a phase leader or member of the inclusion team. This meeting will focus on discussing the behaviours observed and agreeing the steps needed to support a positive change in the pupil's attitude and conduct at school.

A further review meeting will then be scheduled (usually within 4 to 6 weeks) to assess progress and make any necessary adjustments to a support plan.

If this approach does not improve standards of behaviour, the inclusion team will be alerted and support the efforts to raise standards. At this stage, support may involve external agencies but will be in agreement with the parent/family.

Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance
- Permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Senior Management team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By pattern and trends
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

In addition, more regular monitoring of behaviour incidents will take place on a weekly basis by phase leaders and they will report any concerns to the senior management team who will consider the concerns as part of their DSL discussions.

Monitoring

This behaviour policy will be reviewed and updated by the headteacher and the full governing board at least annually, or more frequently if necessary. Reviews will be informed by behaviour data, evidence from monitoring, feedback from staff, pupils, and parents, and the school's evolving priorities.

Behaviour data (including incidents, exclusions, and reflections) is tracked and reviewed half-termly by SLT and governors. Disproportionality (e.g. by SEND, gender, ethnicity, or pupil premium status) is analysed and responded to.

Links with other policies

This policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Physical restraint policy
- Anti-bullying strategy

- Mental Health and Wellbeing Strategy
- Equality and Diversity Policy
- Inclusion Policy

Appendix 1

Definitions

Misbehaviour is defined by the Department for Education (DfE) as a **'General term for behaviours below expected standards; schools should specify proscribed behaviours and respond with a staged approach (support → sanctions → intervention → exclusion).'**

Schools are advised to explicitly define their own 'misbehaviour' categories in their policy, suggesting that should respond **"promptly, predictably and with confidence.' (February 2024)**

Henry Chichele Primary School defines misbehaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Causing distraction in lessons (with equipment, talking over others, making noises)
- Not following routines in classroom (lining up, tidying, handing out resources)
- Non-completion of classwork or completion to a lower standard than child is capable of
- Poor attitude
- Persistent answering back to a reasonable adult request
- Inappropriate use of toilet areas
- Throwing a small item (such as stationery) in the classroom
- Passing notes in lessons
- Mimicking adults
- Deliberate spitting (not directed at another person)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Refusal to follow behaviour instruction (insolence)
- Deliberate spitting towards another person
- Any form of bullying (see Appendix 2)
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Swearing at another person (adult or child)
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 2

Behaviour and Consequences

Behaviour examples	Strategy	Consequence
Lack of focus/concentration Ignoring of instructions Not following instructions Walking around the learning space Not listening Talking over peers or adults	↓ Speak to pupil privately, verbal encouragement, non-verbal cue ↓ Remind of previous positive behaviour ↓ Support given with understanding of activity, instruction (from staff member) ↓ Repeated reminder ↓ Praise given when pupil is back on track as a result of the intervention/support	• Partial missed playtime for: Restorative conversation with class teacher Completion of work at expected standard
Use of inappropriate language and/or noises (undirected) Refusal to work Refusal to follow instructions Refusal to co-operate Persistent lack of effort with presentation Deliberately provoking others Deliberate unkindness towards others Low level disruption Answering back/mimicking	↓ Speak to pupil privately, giving opportunity to engage ↓ Remind of previous positive behaviour, of school expectations and of consequences ↓ Give pupil take up time Possible 'script,' if needed, At our school, we … Because of that you need to… (move to another table, complete your work at lunchtime etc)	• A short time away from the learning environment to re-regulate (age appropriate in shared areas if poss.) • Lunchtime Reflection Room for reflective and/or restorative conversation • Parents informed by phone call or email Completion of work at expected standard • Work to be completed at home, if necessary, after

Persistent low-level behaviour despite warnings. Disruption Failure to focus Incompletion of work Inappropriate language (undirected and directed) Damage to property, including throwing items Defiance inappropriate use of Online technology	↓ A clear verbal warning delivered privately where possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. ↓ Give pupil take up time	communication with family • Limited time away from the learning environment to re-regulate and complete learning • A member of the inclusion team involved in supporting with de-escalation • Additional learning space for reflective and/or restorative conversation Completion of work at expected standard • Work to be completed at home, if necessary • Family member informed via phone call or meeting

Repeated breaches of the school rules Refusal to follow behaviour instruction (insolence) Deliberate physical or verbal violence towards an adult or pupil in person or online Extreme defiance Swearing Spitting (at others) Theft Bullying (see Appendix 3) Possession of banned item (see Appendix 1) Persistent defiance Vandalism Smoking/vaping Any incident involving: Verbal abuse against a protected characteristic such as race, religion, disability, gender) Sexual harassment/targeted sexually inappropriate language/behaviour		SMT and SLT involved Time out from learning environment SMT involved Family informed and invited to meet with SMT Playground separation ISP Risk assessment completed Multi-agency referral *Suspension/Permanent Exclusion

Appendix 3

Bullying

The Department for Education (DfE) defines bullying: as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

The Anti-Bullying Alliance (ABA) defines bullying: as:

"Repeated, intentional harm within a relationship marked by power imbalance and includes physical, verbal, emotional, sexual, online, and indirect forms."

They also frame bullying as a group behaviour, where different individuals (beyond just "bully" and "victim") can influence the situation, helping schools to identify various roles in bullying dynamics.

They highlight four key areas:

- Intentionality – the harm is deliberate
- Repetition – the behavior occurs more than once, over a period of time
- Power imbalance – the bully has more power than the target, whether social, physical, or psychological
- Hurtful behaviour – the actions cause emotional or physical pain

The Anti-Bullying Alliance describes several forms of bullying that can occur both face-to-face and online

TYPE OF BULLYING	DEFINITION
Emotional	isolating, tormenting, hiding belongings, ridicule, humiliation, intimidation, exclusion, manipulation, coercion.
Physical	Hitting, kicking, pushing, biting, pinching, taking another's belongings, any use of violence
Verbal	name-calling, sarcasm, spreading rumours, threats, teasing, belittling
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical contact, abusive comments, touching, abusive comments, homophobic abuse, exposure to unsuitable material.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, exploiting individuals or using others to harm someone.
Online/Cyber Bullying takes place online, such as through social networking sites, messaging apps or gaming sites	social media posts, malicious messaging, sharing photos, social exclusion.

The school is committed to fostering a positive, inclusive, and safe environment where every member of the school community feels valued, respected, and supported. We believe that tackling bullying is a shared responsibility, and we are dedicated to working together (staff, pupils, parents, and governors), to actively prevent and respond to bullying in all its forms. As part of our wider pastoral care and whole-school ethos, we adopt a proactive and preventative approach to reducing bullying. This complements our clear and consistent response strategies for managing incidents when they arise.

Our anti-bullying work is embedded across all levels of school life (whole school, class, and individual) and includes a range of evidence-informed interventions.

These include:

- Implementing effective school leadership that promotes an open and honest, caring and protective whole school ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour and Relationships Policy
- Implementing a whole school approach to the teaching of PSHE that helps pupils develop empathy, resilience, and respectful relationships.
- Implementing a Personal Safety Programme (Protective Behaviours)
- Ensuring that the school's anti-bullying approach or charter is 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 class council time, enabling pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as Playground Buddies/Friendship Benches/Book Buddies/School Houses
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- 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 Suggestion Boxes and disclosure letters for KS2
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- 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
- Working in partnership with other schools/local authority services on antibullying initiatives

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy