



**St Christopher**  
PRIMARY SCHOOL

# **BEHAVIOUR AND ANTI-BULLYING POLICY**

**Updated: September 2024**

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## **1. Introduction and Ethos**

We will provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment.

We will nurture each child and support them in learning to contribute as responsible and positive members of society.

The issues of self esteem, and of individual responsibility are at the core of the school's work. In living out this ethos, the school has high expectations of the behaviour of staff, children, parents, and governors.

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all staff.
- Poor behaviour cannot be tolerated because it obstructs the children's rights to learn and teachers' rights to teach.
- Respect is essential to support positive behaviour and that it must be given to be received. Parents and carers, pupils and staff all need to show mutual regard.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to an individual
- The support and involvement of parents is essential for the maintenance of good behaviour

The school aims to work in partnership with home to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. All parents are asked to support when their child joins the school, and in so doing, to agree to support this policy. We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our Golden Rules (see below).

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child.

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

We will do our best to ensure the school day promotes good learning and encourages positive behaviours. We understand that the following is essential; we understand that if the following is not in place, it can trigger unwanted behaviour therefore:

- Curriculum will be engaging, relevant and age appropriate
- Lessons and work in class will be differentiated
- Seating Arrangements will ensure each child has as much space as possible and pupils can move around the room with ease.
- Classrooms, resources, and lessons will be well organised to create and calm and orderly atmosphere.
- Suitability of the demands and expectations on a given child. – we understand that there cannot be excuses but there can be reasons for unwanted behaviour.

We know relationships are key.

- Staff will apply the philosophy of Unconditional Positive Regard (Carl Rogers theory)

*A basic acceptance and support of a person regardless of what the person says or does. Rogers believes that unconditional positive regard is essential to healthy development. People who have not been exposed to it may come to see themselves in the negative ways that others have made them feel. Through providing unconditional positive regard, we seek to help our pupils accept and take responsibility for themselves. This provides the best possible conditions for personal growth – for us all.*

- *Unconditional belief that the child will do the right thing.*
- *Unconditional respect*
- *Unconditional WARMTH.*
- *Least intrusive opening*
- *Even in the most difficult of situations staff will control tone, body language and choice of words*

## **2. Aims**

**Through the operation and delivery of this policy we would aim to:**

1. Ensure that all children are kept safe.
2. Attempt to ensure that children both remain happy in school and enjoy coming to school for them to attain their full potential.
3. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5. Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they can apply the appropriate aspects of the policy in an age-related manner.
6. Communicate the policy to as wide a relevant audience as is possible, e.g., parents, other staff who come into the school, including supply teachers.
7. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class, or the wider school community.
8. Ensure that we as staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.

9. Explain the reasons behind the various aspects of the policy to the children in age-appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10. To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who misbehaves.

**Our four Golden Rules that the children learn and what we expect from them these are built upon our core values which are kindness, honesty and respect:**

**St Christopher Primary School Golden Rules:**

- We will always follow instructions with thought and care.
- We will show good manners, being kind and considerate to others at all times.
  - We will treat everyone and everything with respect.
  - We will walk around school safely and sensibly.

### **3. Format and Organisation**

#### **Early Years Foundation Stage (Nursery and Reception)**

We aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our rules exist and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Once they are clear what is expected of them, they can move on to develop their own learning without any fears.

Nursery and Reception Staff will use a well communicated praise system for behaviour as and when most of the pupils are ready for this. They use a rainbow and a cloud system. They also use timeouts where appropriate for age and stage.

## Expectations

Classroom and areas around school will display the golden rules. Expectations in behaviour and relationships need to be shared and understood by all members of the community.

A description of responsibilities for all the members of the school community:

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Families</b>
To respect all members of the school community.	To respect all members of the school community.	To support and respect the staff and governors in promoting the school's ethos and the school behaviour policy.
To provide a positive example, embodying the Golden Rules.	To contribute to and always follow the Golden Rules.	Be aware of the school's values and expectations.
To be calm and consistent in dealing with children.	To support and care for each other.	To share in the values, ethos, and expectations of the school.
To encourage the values and ethos of the school among the children.	To respect others' property and learning.	
To have high expectations of the children.	To listen to others and to respect their opinions.	
To meet the educational, social, emotional, and behavioural needs of the children.	To take responsibility for their own actions and behaviour.	
To provide an appropriate, challenging and stimulating curriculum.	To show respect, listen and follow the instructions to all members of staff (teaching and non-teaching).	

## **1. Rewards and Positive Strategies**

### **Golden Time**

All children are automatically entitled to fifty minutes of golden time on Friday of each week if they follow the golden rules. The children are awarded the fifty minutes at the start of the week as a positive start, and this will be shown on class charts. During golden time, children will have the opportunity to take part in a range of enjoyable activities of their choice on Friday. The privilege of golden time minutes will be withdrawn for unwanted behaviours.

Guidance for minutes lost is linked to levels and explained later in this policy – it is differentiated in relation to the seriousness of it. Staff will use the electronic system 'Class Charts' to log any loss of minutes. The system will notify parents and other staff of levels issued for unwanted behaviours. This enables parents to be informed of the number of Golden Minutes kept or lost daily or as and when they choose to check via the App or website. This system is used as it is the most reliable way of communicating with parents. Several of our parents use our after-school club and or children attend clubs after school leading to staff unable to see parents at the end of the school day. The system keeps records and enables staff to track back and identify patterns of behaviour should for example bullying be an issue. It also allows leaders to analyse behaviours which enables leaders to identify additional support where required.

Where a child keeps their 50 minutes of Golden Time each week, they will be awarded a Golden Star. This is in place to recognise consistently good behaviour. Each golden star will be exchanged for minutes of 'super golden time' involving a special treat at the end of the half term or term depending on the school calendar e.g., a wheelie day. If for example, a child is awarded 6 golden stars then they will be awarded 6 x 5 mins or if termly 14 x5 mins.

### **Team Points**

#### **Team points to celebrate positive behaviour:**

The children, teachers and teaching assistants all belong to one of our four school teams: Branson, Devonish, Donaldson and Goodall.

Team points are awarded by any member of staff for behaviour that particularly supports the Golden Rules. Kindness, Honesty and Respect are the core values that underpin our conduct – any opportunity to reward for these qualities should be used. Team points can also be awarded for good work or effort in learning. Team points are displayed and collated in each class. The class totals are collected at the end of each week by team point monitors, the results are announced in assembly. The winning team each week will receive a trophy to display with their colours.

The members of the winning team over each term will receive a small prize/reward. The winning team will be announced on the weekly newsletter.

### **Stickers and Certificates**

Staff will also use stickers and certificates to praise, motivate and reward pupils.



## Unacceptable behaviour at St Christopher Primary School

### Guide to levels of unacceptable behaviour:

**Level One:** Behaviour that can be effectively managed within a classroom environment by the class teacher – consequence includes loss of golden time.

**Level Two:** More serious negative behaviour that is not so easily managed within a classroom environment.

**Level Three:** Serious negative unacceptable behaviour or persistent level two type behaviour.

**Level Four:** Very serious unacceptable behaviour or persistent level three type behaviour.

Staff are directed to warn pupils where they can and where it is appropriate to do so.

### Unacceptable behaviour explained:

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>
<p>Not on task/ wasting time.</p> <p>Deliberate avoidance or non completion of set work</p> <p>Distracting another child, chatting in class/assembly.</p> <p>Distraction, interruption of activities, calling out, attention seeking behaviour.</p> <p>Negative body language.</p> <p>Accidental damage to school/others' property through careless behaviour.</p> <p>Running indoors.</p> <p>Not following reasonable instructions</p> <p><i>*Lack of equipment (KS2)</i></p> <p><i>*Not wearing uniform or wearing make up or jewellery. (Ks2)</i></p> <p><i>*Homework (Y4, Y5 and Y6)</i></p>	<p><b>Any Persistence of level one.</b></p> <p>Telling lies.</p> <p>Teasing others, name calling, making, unkind and derogatory comments.</p> <p>Play fighting, dangerous or rough/aggressive play on the playground (including when playing football).</p> <p>Retaliation</p>	<p><b>Any persistence of level two.</b></p> <p>Not responding to instructions; uncooperative behaviour.</p> <p>Stealing.</p> <p>Deliberate, persistent, or malicious lying.</p> <p>Inappropriate/bad language.</p> <p>Graffiti on school property (including schoolbooks).</p> <p>Deliberately damaging another child's property.</p> <p>Deliberately injuring another pupil</p> <p>Verbal Threats</p> <p>Deliberately spitting</p> <p>Answering back/ Rudeness towards staff</p> <p>Inappropriate behaviour (age and stage considered)</p>	<p><b>Any persistence of Level three.</b></p> <p>Serious acts of sustained Violence towards pupils and adults eg: hitting, kicking, fighting, and biting.</p> <p>Persistent bad language and verbal abuse.</p> <p>Continued refusal of an adult's reasonable request.</p> <p>Vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p>Leaving school premises without consent.</p>
<p><b>Prejudice or Discriminatory behaviour including racism.</b></p> <p><b>Sexual harassment/violence</b></p> <p><b>Bullying (including cyber)</b></p> <p><b><u>Accusations of the above will always be investigated by a senior member of staff and may result in Level 3 or 4.</u></b></p>			

### **Consequences for Unacceptable Behaviour**

Each class teacher will use class charts. This will be displayed on the smart board. Year N and Year R will have the rainbow and cloud on display.

Every lesson counts for learning, and it is extremely important that lessons are not interrupted by children displaying persisting low-level behaviour. Unwanted behaviours will be logged including where warnings are verbally shared.

On some occasions Teachers/leaders may use professional judgement when deciding how on consequences should there be an exceptional context e.g.: the child is very young and only just getting used to the system.

### **Level 1 behaviour**

The child will, after a verbal warning where appropriate, lose ten minutes of golden time. This will be logged on class charts.

### **Level 2**

The child will miss two of their playtimes and they will lose twenty minutes of golden time for that week. This will be logged on class charts.

The child will be sent to the 'Timeout Zone' (outside DHT/AHT office) to be supervised for the two playtimes.

### **Level 3**

If a member of staff believes the child has shown unacceptable behaviour at level 3, they will summarise the incident to the DHT/AHT. The AHT/DHT will consider the behaviour and investigate if required. If AHT/DHT issues a level 3 then the child will lose 30 minutes golden time and the child will not be allowed outside to play for the following 3 breaktimes – one of these will be a lunchtime. Lunch will be eaten whilst being supervised by AHT/DHT.

The level 3 will be logged on class charts.

The child involved may not be allowed to take part in off-site or extra curricular activities for the next three sessions.

Depending on the context, privileges for an extended period can be withdrawn at the discretion of the Headteacher

Class charts will alert the parent to the level 3. The AHT/DHT may contact parents about the issue, but they will use their professional judgment as to whether this is necessary.

## **Level 4**

If a member of staff believes the child has shown unacceptable behaviour at level 4, they will summarise the incident to the HT. The HT will consider the behaviour and investigate if required.

After investigation should there be level 4 consequences then this will be recorded on class charts. Parents will be informed by telephone and will be expected to support the school's actions. This phone call may be followed by a formal letter. An appointment may be made with parents, teacher and Headteacher to discuss the child's future behaviour.

The child will automatically lose their golden time for that week.

All privileges for an extended period will be withdrawn at the discretion of the Headteacher.

The child may be issued with an internal suspension whereby the child loses the privilege to work within their class/year group/phase.

In some cases, the child may be suspended for a fixed period, usually in the first instance of 1 to 5 days and the formal recording of that suspension will be made.

In extreme cases the child may be permanently excluded.

Suspensions and permanent exclusion will follow guidelines set by DFE.

## **Lack Of Equipment/Homework**

As pupils get older and move into KS2 (Year 3-6), we expect them to take more responsibility for their equipment and their homework. This is important as it helps them become more independent and prepares them for secondary education.

**Equipment:** Spelling logbooks and reading diaries are issued for free and pupils need to bring these to school **every day**; without these books cannot be changed and new spellings cannot be recorded.

In KS2 pupils are expected to take a greater responsibility for their equipment for lessons, including having the books above with them every day. If pupils do not have their equipment, they are given a warning to act as a reminder. This is logged on the class charts system which also notifies parents. Pupils are given two warnings per half term – on the third occasion, a lack of equipment will result in the pupil receiving a level one.

(We give pupils in Year 3 the first month to get used to their responsibility).

**Homework:** Without practise at home pupils will struggle to reach age expectations. Pupils in Year 4, 5 and 6 are expected to:

- read at **least x 1** per week and have their diary signed/initialled. (approximately 10 mins – although the recommendation is x3 per week) and

- to practise weekly spellings – 10 spelling games on spelling shed or a signed spelling log book. (approx. 10 minutes) and
  - to practise times table facts – 10 games including one studio game. (approximately 10 minutes)
- (minimum home learning of 30 minutes)

Pupils will receive a warning for not completing any of the minimum expectations above per week. On the third occasion pupils will receive a level one.

There is a homework club in place for Year 3 pupils. These pupils will be encouraged to join homework club to complete their home learning. Year 3 pupils will not lose golden time.

If pupils in Y4,5 and 6 regularly struggle to complete their home learning and golden time regularly then phase leader will contact the parent/carer with a view to organising help or homework support in school at break or lunchtimes. Parents/Carers can contact the phase leaders should they want support or to loan a device for home use.

Home learning is differentiated by the task. Pupils with SEN should therefore be able to complete the minimum expectations.

### **Lunchtime**

LA's may give children tickets for showing golden rule behaviour. The picture ticket will be given to the child or class teacher depending on the age. The stub of the ticket will be named by the LA and handed into reception at the end of lunchtime. Reception will then collect this in readiness for Friday's assembly. LA's will award at least one ticket per day and explain why it has been awarded. LA's will aim to vary who they award their tickets to. Tickets will be drawn in an assembly on a Friday so every child with a ticket has a chance of winning a prize. Golden tickets will be given for behaviour that support the school's golden rules.

LA's will encourage the children to follow the same four golden rules.

### **Unacceptable behaviour at lunchtime:**

All LA's will have a lunchtime logbook. At all times they will focus on praising positive behaviour. A child who chooses to behave in an inappropriate way will be warned first unless the behaviour is so serious a warning is not possible eg: a child has been hurt. LA's will warn the child involved they have a warning, and they will refer to the rule being broken. If they do not correct their behaviour or break another rule during the lunch break, then their name will be entered into the book with reference to the golden rule broken and they will receive between 5- and 10-minutes timeout in a designated area on the playground. If the behaviour is more serious negative behaviour such as those behaviours listed in level 3 and 4 then this will require an investigation by a teacher/leader and the child or children involved will be sent into school and will stand outside the staffroom. If the child refuses, then the learning mentor or senior supervisor will contact a senior member of staff via walkie talkie. If the learning mentor is available, then she may deal with the investigation and report to a leader. LA's will supervise outside the staffroom until a member of staff is available. LA's will log the details.

LA's will pass the class logbook to the class teacher at 1pm and any discussions necessary about lunchtime will take place, positive behaviour will be shared first. If required LA's will remain in the classroom until 1.15pm and will be directed by the teacher. (Unless it's wet play whereby LA's will be needed in the dining rooms) Class Teachers will monitor the book and any child who appears in the book three times in a week

for level 1 and 2 behaviours will be warned about their persistent unacceptable behaviour and careful monitoring will continue. Further sanctions maybe issued such as having lunch in isolation and or referred to senior staff who may then contact parents.

If a child receives several consequences for play or lunchtime behaviour the school may consider using the supervised and structured play option that is located inside school for playtimes and lunchtimes. These sessions will be supervised by very experienced TA's who will setup appropriate free play activities. Part of their role in these sessions is to help children develop social skills alongside other children in a smaller more nurturing environment. Children with SENd may use this provision too. Staff in school will decide how this is managed.

#### **Persistent unacceptable behaviour (including pupils in Nursery or Reception)**

On the rare occasions when a child persistently struggles or chooses not to follow golden rules and not learn from consequences (predominantly level 3 and 4 behaviours), other strategies may be put in place to support the child and to ensure teaching and learning in class is undisrupted for other pupils and staff. The school may request specialist advice and support from outside agencies. The school may consider use of a reduced timetable if deemed appropriate. The school may introduce an age-appropriate daily chart to:

- split the day for the child into smaller sections
- help the child manage their own behaviour.
- reduce the number of level consequences
- be used to help track and log behaviours- identify patterns etc.
- to try to increase the amount of golden time and build in other rewards
- to prevent persistent behaviour disrupting teaching
- to enable daily communication between staff and parents

The chart will be explained to the child and parents involved. Parents will be expected to return the chart daily. Should a child's behaviour be a risk to his or her own safety and, or that of others a risk assessment will be completed and there will be an agreed response developed between parents and school.

If a child is placed on a chart or has similar intervention for persistent unacceptable behaviour the the Headteacher may withdraw access for a period to extracurricular activities e.g.: clubs and Playpals (before and after school club). The Headteacher may also restrict access to other special events such as trips and events e.g.: Disco or activities off site. If there is no improvement in behaviour then the child remains on his level of intervention and monitoring, it will be the Headteachers teacher to withdraw such strategies.

Deliberate physical abuse towards other pupils and staff will not be tolerated and may result in reduced time/sessions during school, fixed term suspensions or at worst, permanent suspension.

If the child receives several levels for unwanted behaviours on the playground, then the use of a supervised play area within school could be utilised. Well trained staff will supervise the free play within the area. The

location is set in Playpals where there are numerous games and a hall for physical play too. Sometimes, if behaviour in the classroom is not an issue, then a chart may be used solely for play and lunchtimes.

## **Use of reasonable force**

### **Occasionally staff may need to use reasonable force to:**

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

### **Staff Authorised to Use Force**

'All teachers and staff the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' At St Christopher this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them where possible.

The Governing Body of St Christopher has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Temporary authorisation can also be granted in specified circumstances such as volunteer parents helping on a school trip, but this is under specific direction of a supervising member of staff.

If a child requires regular positive handling to keep themselves and others safe the headteacher will train staff in de-escalation and positive handling to ensure safe handling is used. There are several staff who have been trained using Maybo handling techniques. Parents will be informed if such techniques are used. School will look to organise an agreed response document will be shared with parents and signed should regular handling be required.

### **Minimising the Need to Use Force**

Use of force is only used as a last resort and procedures are in place at St Christopher School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Effective relationships are developed between staff and pupils and PSHE and SEAL activities support pupils in managing conflict and coping with feelings. Staff are also given guidance and training in how to manage pupil behaviour.

*Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.*





## Anti Bullying Policy

*Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally.*

**At St Christopher we do not tolerate bullying of any kind. Every child has the right to learn in a safe and happy environment where all children respect each other as individuals.**

Bullying can take many forms, it may happen face to face or indirectly through cyber bullying, all types of bullying will be taken equally seriously and will be dealt with appropriately. No child at St Christopher Primary should be in fear of bullying. We understand that friends have disagreements and fall out, this is not usually bullying. The 4 main types of bullying are:

<b>Physical</b>	hitting, kicking, taking belongings
<b>Emotional</b>	spreading rumours, intentionally being unfriendly or excluding
<b>Verbal</b>	name calling, teasing, insulting child or family
<b>Cyber</b>	mobile phone calls, texts, use of social media to intimidate, insult, or upset

Bullying can be motivated by actual differences or perceived differences between children. It may be due to a prejudice against a specific group. Specific types of bullying include:

- Bullying related to race, colour, religion, culture, or belief
- Bullying related to special educational need or disability
- Bullying related to appearance or health condition
- Bullying related to sexual orientation
- Bullying related to home or family circumstances, different family make ups eg. Looked after/ adopted children, children from lesbian, gay, bisexual, or transgender families.

Our aim is to have no bullying at St Christopher, but any reported cases of bullying will be dealt with swiftly to ensure the best care and education for the children at school.

### **Preventing Bullying**

All children are taught to treat one another and school staff with respect. The curriculum, assemblies and specific PSHCE lessons teach children to understand themselves as individuals and celebrate the differences in the school community. Class discussions, stories and the curriculum provide opportunities for children to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, or sexuality. Children are taught that the use of any prejudice-based language is unacceptable. The school's behaviour policy ensures children take responsibility for their own behaviour and learn to understand how their actions can affect others.

Children are specifically taught about what bullying is and the forms it can take. They understand how they can prevent bullying and what to do if they are ever the victim of, or witness to, any incidences of bullying.

We use national initiatives such as anti bullying week and external agencies to further embed the work in school that bullying, of any form, is unacceptable.

### **Identifying Bullying**

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

- is frightened of walking to or from school/ begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) and begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- 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"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet

### **Reporting Bullying**

All children and families should feel confident to report bullying without fear that further bullying will take place. Bullying can be reported to:

- Any adult in school that the child/ parent/ carer feels confident to tell- teacher, senior leader, learning mentor, lunchtime supervisor.
- Another child
- A child can write a note and put it in their year group talk box located in every classroom

### **Dealing with bullying**

Every case of bullying is a level 4 behaviour and will be logged and investigated by the Headteacher or Deputy Headteacher. Each case is individual and will be dealt with sensitively and swiftly. This may include talking with the victim and bully/ bullies, talking with other children who may have witnessed/ heard about incidents and parents will always be contacted.

### **Supporting children**

Bullied children will always be given support, staff will reassure children that they are safe, and the bullying must not continue.

Bullies must also be given support to ensure their attitude and behaviour can be improved for the future. However, consequences will also be put in place in response to the behaviour, these may include:

- Writing a letter of apology
- Missed playtimes
- Loss of extra-curricular activities and privileges
- In serious cases, suspension may be considered

### **Resolving Bullying**

All the children involved should be part of the discussions leading to a positive solution. Honest group discussions with a supportive adult should aim to resolve the situation and identify a positive way forward. Staff should ensure that they follow up any actions put in place and are vigilant to ensure no further bullying takes place.

### **Involving Parents/ Carers**

- Parents/ Carers will be informed of policy and procedures for preventing, reporting, and dealing with bullying.
- Parent workshops on cyber bullying and e safety.

### **Logging and Monitoring cases of bullying**

Staff may setup weekly meetings with a child who they feel is vulnerable or who feels they are being bullied. This would ensure there is a weekly conversation to share any concerns. There may be observations of children in the playground. A diary may also be introduced where the child is encouraged to write down any issues that they feel they cannot talk about.

An annual questionnaire to children and families is used to inform school practice and regular pupil and parent conversations identify any areas of potential concern and future actions.