Shurdington CofE Primary
Be the BEST we can be, through love.
Believe Enjoy Succeed Together
'Love God and love your neighbour as you love yourself.'
Matthew 22, verses 37 and 39.

Behaviour and Relationships Policy including Anti-bullying and Hate Incidents

Shurdington Church of England policies are written in the spirit of Christian values

Agreed by Governors: Sept 2026
Review Date: Sept 2027

This policy should be read and applied in conjunction with our other policies, especially Child Protection and SEN policy. It was written using DFE guidance including:

- "Keeping Children Safe in Education 2026"
- "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England August 24"
- "Behaviour in schools: Guidance for headteachers and staff".
- "Use of reasonable force – advice for school leaders, staff and Governing bodies".
- Equality's Act 2010.

Our policy was informed by Guidance on Restorative Practice, behaviour books such as: 'When the adults change, everything changes' by Paul Dix and "Restorative Practice" by Mark Finnis.

1. **Behaviour principles written statement**
   As a Church of England School, we believe that behaviour towards each other should be founded on Christ-like values, which recognises the equality of each other and the need to be a support for one another. All staff encourage and support this philosophy, as we want our pupils to feel safe and cared for. Our vision is based on Matthew 22:37-39 which instructs us to 'love our neighbour'. We use this message to help children understand how we should behave towards each other and expect our pupils to take responsibility for their behaviour.

   All members of staff and volunteers will hold the highest expectations of the whole school community, modelling the behaviour we expect from the pupils and setting an excellent example at all times. Shurdington is a trauma informed school and good relationships are at the centre of our practice. Staff have had Restorative Practice, ACES and Emotion Coaching training. We aim to create a caring and secure environment in which children can flourish and learn to support our school vision: Be the BEST we can be, through love. There is an expectation of excellent standards of personal behaviour and respect for others at all times. To support us in achieving this aim, it is vital that the parents/carers of our pupils inform the school, at the earliest opportunity, of any issues that may lead to the deterioration of a child's attitude or behaviour.

2. **School Rules**
   All stakeholders have been involved in drawing up our simple list of school rules which we call the 3 B's. They are as follows:
   - Be respectful

- *Be kind and thoughtful.*
- *Be careful not to hurt others.*

Our guiding principle is to foster good relationships, encourage and reinforce good behaviour. Children are commended when they display good behaviour, when they show care for others or restraint when provoked. We celebrate good behaviour and respect for others in our bi-weekly "Good Citizen" class awards and also through house points (maximum of 3 house points for any one thing unless given as a standard award e.g. 5 for receiving a merit sticker) and our "Merit Award" system (awarded for effort with regards to academic success). Considerate behaviour is always praised and encouraged. Class teachers keep a record of which children have been nominated for rewards.

3. *Behaviour Management within the School Building*

The Class Teachers, Teaching Assistants and Learning Support Workers as well as our Play Team and workers in our wrap around care are responsible for managing pupils' behaviour. Through the positive reinforcement of good behaviour our ultimate aim is for pupils to show self-discipline and consideration for others, in line with the ethos of our Church of England School.

With regards to behaviour management please remember:

- *Establish relationships.*
- *Establish a climate that encourages learning- Teachers need to be aware of students' intellectual, emotional, physical and social needs and establish rules and procedures to meet them. Students should be recognized as individuals, each of whom has something to offer. All classes should use a recognition board, which is updated regularly, to support this.*
- *You should teach students the skills needed for success in your classroom. As well as teaching content, it is important to teach other skills, such as social skills, thinking skills, study skills, test-taking skills, problem-solving skills, memory skills and self-regulation.*

All staff must:

- *Take time to welcome children at the start of the day. Teachers should be at the door of their rooms at the start of each session and TAs in corridors or cloak rooms.*
- *Always pick up on children who are failing to meet expectations.*
- *Always redirect children by referring to 'our 3B's'.*

The Head teacher and The Senior Leadership Team must:

- *Be a visible presence around the school.*
- *Regularly celebrate staff and children whose efforts go above and beyond expectations.*
- *Encourage use of positive praise.*
- *Ensure staff training needs are identified and met.*
- *Support teachers in managing children with more complex or challenging behaviours.*

In dealing with incidents of poor behaviour all staff will consistently apply the following behaviour management strategies and scales;

SCALE	*DESCRIPTION*
Level 1	*Initiate eye contact and register disapproval. Use positive behaviour strategies, praising good examples of behaviour.*
Level 2	*Quietly give the child a verbal warning and stress that if they don't rectify their behaviour a warning will be issued. Children may also be asked to move to the 'time out' table if needed or take a 'time out' outside the classroom, in the book corner or sensory room. At lunch this may be staying with the member of staff on duty.*
Level 3	*Speak to the child privately and issue a warning and refer directly to the 3Bs to clarify why the warning has been issued. If not already done so use a 'time out'.*
Level 4	*If problem continues or there is no improvement, issue a consequence. The consequence means that the child must stay in for part of their break or lunch for a restorative conversation with the class teacher. A suitable 'consequence' will be agreed between the teacher and child. All consequences must be recorded on CPOMs and HT informed.*

These levels are published as a guide and each member of staff must use their professional judgement to decide if more serious breaches of discipline warrant a more rapid progression through the scales. We recognise that children with additional needs may require personalised behaviour support. Behaviour management approaches will be adapted to ensure they are fair, appropriate and supportive of each child's individual needs.

The Headteacher may add additional sanctions at each stage and in extreme circumstances poor behaviour may lead to removal from class, suspensions or even a permanent exclusion.

As explained in government guidance, removal from class is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member, or reflect on their behaviour, and asked to return following this. Removal from class is for more serious behaviour incidents before reaching a stage which may require a suspension or permanent exclusion. Children would be separated from their class for a maximum of 1 day for any particular incident and asked to work in a suitable space with appropriate resources and supervision. The length of time, workspace and supervision would be decided by the Headteacher.

For more information on suspensions or exclusions please see the DFE guide for parents on school behaviour and exclusion.

Consequences (sanctions) should

- *Make it clear that unacceptable behaviour affects others and is taken seriously*
- *Not apply to a whole group for the activities of individuals.*
- *Be consistently applied by all staff to help to ensure that children and staff feel supported and secure*
- *Sanctions need to be proportionate to the action*
- *It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.*
- *Communicated to parents.*

Positive interventions must be in place to help prevent consequences (e.g. time out tables or moving tables).

4. ***Foul Language***

The use of foul and abusive language will not be tolerated. Any child accused of, or heard, using inappropriate language will be asked by the responsible member of staff about the language used, in private. The member of staff will decide on the severity of the language used and apply the behaviour management strategies as agreed. If a specific individual regularly uses foul language, their parents/carers will be informed and invited to discuss the situation with the Headteacher.

5. ***Rewards for going above and beyond***

House points –The winning house to get cup each term and be allowed to wear non-school uniform one Friday. All houses currently get a cup at end of term, in size order of rankings (1st place is largest, etc.).
Merits – Two children nominated from each class every other week. Merits are for academic achievement.
Good citizen of the week – One from each class chosen.
Five house points given to each 'Good Citizen' or 'Merit' awarded.
Opal Play Award given out to children from each key stage for good behaviour at lunch time.
Leo the Attendance Lion may also be given out weekly to the class with the best attendance during the previous week if restrictions allow.

6. ***Behaviour Management at break and lunchtime***

Playleaders or staff on duty will issue warnings and/or timeouts to support behaviour management at lunch and break times. If they feel the behaviour warrants a consequence then they will inform the Class Teacher in the first instance, who will investigate and follow necessary consequence protocols, e.g. informing parents. MDS will update CPOMs but ensure they speak directly to members of the class team if they feel the behaviour is at a consequence level.

7. ***Behaviour Management at Breakfast Club and Afterschool Club***

Behaviour management at our wrap around care will use the system described on Page 3, however a consequence will result in time out from the session and a conversation with the provision manager or a member of school SLT.

8. ***Out of School Behaviour and Social Networking Sites***

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school will be discussed with pupils and, if necessary their parents or carers. If deemed serious enough a consequence card will be issued and relevant sanctions enforced.

The behaviour of pupils outside school can be considered as grounds for exclusion. These occasions include when the pupil is: taking part in any school-organised or school-related activity or travelling to/from school wearing the school uniform or in some other way identifiable as a pupil at the school. Exclusion could also be used for misbehaviour at any time that: could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Any incidences of unkindness to others or sustained bullying behaviour through social networking sites or by any other means outside school by our pupils which are deemed to have an impact on their emotional wellbeing when in school, (potentially impacting on their educational achievement), will be discussed with the pupils concerned, and their parents, when there is clear evidence to support the alleged incident. Outside agencies may be used to support – for example Community Police.

Restrictive Interventions and Physical Intervention

Definitions:

Challenging Behaviour

For the purposes of this policy, challenging behaviour is defined as any behaviour that places the individual or others at risk, or limits access to learning and/or participation in the school community.

Restrictive Intervention

A restrictive intervention is any action, physical or non-physical, that prevents, restricts or controls a pupil's movement. Restrictive interventions should only be used when necessary, proportionate and in the best interests of the child.

Non-Physical Restrictive Intervention (NPI)

A non-physical restrictive intervention is an action that restricts a pupil's movement without direct physical contact. This may include the use of verbal direction, supervision, redirection or environmental changes to manage an immediate risk.

Physical Restrictive Intervention (PRI)

A physical restrictive intervention involves physical contact intended to prevent, restrict or control a pupil's movement in order to maintain the safety of the pupil or others. It will only be used when reasonable, necessary and proportionate to the circumstances.

Guiding, Redirecting and Shepherding

Staff may use low-level physical contact, such as guiding, redirecting or shepherding, to support pupils, promote safety or encourage compliance with reasonable instructions. These approaches are preventative in nature and do not constitute restraint.

Seclusion

Seclusion occurs when a child is kept in a room or area and is prevented from leaving. Seclusion is not a disciplinary sanction and will only be considered in exceptional circumstances where there is an immediate risk to safety. Any use of seclusion must be supervised, ended as soon as the risk reduces, and recorded and reported in accordance with school procedures.

Reasonable Force

All school staff have a legal power to use reasonable force where necessary to prevent a pupil from injuring themselves or others, committing a criminal offence, damaging property, or causing serious disorder. The least force for the shortest time necessary will always be used

We do not encourage the use of physical intervention. However, it will be used if all other diversionary or diffusive strategies to manage the situation have been exhausted and a child is clearly at risk of hurting themselves or others, or is causing or likely to cause, significant damage to property. Physical intervention will never be used as a punishment. It will always be ***in the best interest of the child and be reasonable, proportional and necessary.***

Where restraint or restrictive intervention is a foreseeable risk, an individual risk assessment and behaviour support plan will be developed and reviewed regularly in partnership with parents and, where appropriate, the pupil.

All staff have a legal power to use reasonable force where necessary to prevent injury, damage, criminal offences or serious disorder.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

Staff must never:

- *use force as a punishment;*
- *deliberately restrict a pupil's breathing;*
- *apply pressure to the neck, chest, abdomen, mouth or nose;*
- *use pain-inducing techniques;*
- *use restraint that is disproportionate to the risk presented.*

Staff are trained for occasions when physical interventions are required using either SHADEs training or Team Teach Positive Handling techniques. Children with severe behavioural needs will have a behaviour plan, this may include a positive handling plan if they are at a greater risk of positive handling. The risk assessment strategy will be compatible with a positive behaviour management approach and will be shown clearly on the child's My Plan. It will detail the reactive interventions that might be used.

At times children displaying challenging behaviour will be encouraged to take a time out in a safe space such as our sensory room to support them to regulate. Time out is intended to support self-regulation and is voluntary. Pupils are not prevented from leaving unless immediate safety concerns require a restrictive intervention. If this becomes regular practise for a child, then it will be built into their personal behaviour plan. The school does not use seclusion as a disciplinary sanction. Where a pupil is prevented from leaving a space for immediate safety reasons this will be treated as seclusion, supervised continuously, ended at the earliest safe opportunity and recorded/reported in accordance with statutory requirements.

Recording and Reporting

The school will record all incidents involving restraint, seclusion or significant use of force as soon as practicable and ideally on the same day.

Records will include:

- *the names of pupils and staff involved;*
- *the date, time, location and duration of the incident;*
- *relevant SEND, medical or safeguarding information;*
- *a description of the incident and the reason intervention was necessary;*
- *de-escalation strategies attempted;*
- *details of any injury sustained;*
- *post-incident support provided.*

  Parents will normally be informed in writing as soon as practicable and ideally on the same day unless there is a safeguarding reason not to do so.

Post-Incident Support

Following any significant restraint or seclusion incident, the school will:

- *check the wellbeing of the pupil and staff involved;*
- *provide medical attention where required;*
- *conduct restorative discussions when appropriate;*
- *review any risk assessments, behaviour support plans or positive handling plans;*
- *identify learning to reduce the likelihood of future incidents.*

The Headteacher will provide governors with anonymised information relating to significant behaviour incidents, restraint and seclusion to support monitoring and policy review.

9. *Confiscation and searches*

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We do not screen pupils at Shurdington.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items include:

- *Knives or weapons*
- *Alcohol*
- *Illegal drugs*
- *Stolen items*
- *Tobacco, vapes 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)*

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- *The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;* ***and***
- *In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;* ***or***
- *It is not reasonably practicable for the search to be carried out in the presence of another member of staff*

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- *Assess whether there is an urgent need for a search*
- *Assess whether not doing the search would put other pupils or staff at risk*
- *Consider whether the search would pose a safeguarding risk to the pupil*
- *Explain to the pupil why they are being searched*
- *Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf*
- *Explain how and where the search will be carried out*
- *Give the pupil the opportunity to ask questions*
- *Seek the pupil's co-operation*

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or deputy head to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers (where applicable).

Outer clothing includes:

- *Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)*
- *Hats, scarves, gloves, shoes, boots*

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- *Coats*
- *Bags*

- *PE bags*

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- *Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above.*
- *If they believe that a search has revealed a safeguarding risk*

All searches for prohibited items (see above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents as soon as is reasonably practicable:

- *What happened*
- *What was found, if anything*
- *What has been confiscated, if anything*
- *What action the school has taken, including any sanctions that have been applied to their child*

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

10. Safeguarding

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow our safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If this is the case staff should discuss this with the schools DSLs and/or SENDCo to decide whether a multiagency assessment is necessary.

11. Separation of Pupils for Safeguarding Reasons

In exceptional circumstances, the school may need to temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where there is an allegation or concern involving harm,

or risk of harm, between pupils and it is not reasonably practicable to keep all pupils safe whilst they remain on site.

This is not a suspension or exclusion and is not a disciplinary sanction. Any decision will be made on a case-by-case basis by the Headteacher, who is also the Designated Safeguarding Lead (DSL) in consultation with Deputy DSL's, and where appropriate with external agencies such as Children's Social Care or the Police. Parents will be informed of the reasons for the decision without delay and the Governing Board will be notified. The school will ensure that any decision is lawful, reasonable, proportionate and in the best interests of all children involved, taking account of its duties under safeguarding legislation, the Human Rights Act 1998 and the Equality Act 2010.

Where a pupil is unable to attend school for safeguarding reasons, suitable educational arrangements will be made in accordance with statutory guidance.

Where concerns relate to allegations of child-on-child abuse, including sexual violence or sexual harassment, the school will follow the procedures set out in Keeping Children Safe in Education, including the completion of appropriate risk assessments and the implementation of measures necessary to safeguard all pupils.

12. ***Child on Child abuse***

As detailed in our Child Protection Policy procedures to minimise the risk of child-on-child abuse are in place and these include risk assessments for problematic areas. Our curriculum, especially our work on our values and PSHCE lessons are designed to prevent child on child abuse. Although cases will be dealt on a case by case basis allegations will be recorded using CPOMs, investigated by a school DSL (supported by other agencies where appropriate) and dealt with appropriately. Victims, perpetrators and any other child affected by child-on-child abuse will be supported by our Pastoral Lead

13. *Anti-Bullying, Harassment and Hate incidents*

Bullying and harassment are wrong and damage individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying and harassment are regarded as totally unacceptable.

We aim, as a school, to produce a safe, calm and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying or harassment. (For example, reference our "Acceptable Use Policy" for the Internet and "Child Protection and Safeguarding Policy") We aim to promote an ethos of good behaviours where pupils treat one another and school staff with the value of respect.

This policy aims to produce a consistent school response to any bullying or harassment incidents that may occur. Pupils will know that bullying is not acceptable in our school and will not be tolerated.

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

Government guidance defines bullying as behaviour by a group or individual, repeated over time that intentionally hurts another group or individual, physically or emotionally. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken and cyber-bullying/virtual bullying through the use of the internet and mobile). *In other words, bullying is considered to be,*

"unacceptable behaviour which occurs 'lots of times, on purpose'." It can be short term or continuous over long periods of time.

Bullying can be:

- *Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)*
- *Physical: pushing, kicking, biting, hitting, punching or any use of violence*
- *Racial: racial taunts, graffiti, gestures*
- *Sexual: unwanted physical contact or sexually abusive comments*
- *Homophobic: because of, or focussing on the issue of sexuality*
- *Direct or indirect Verbal: name-calling, sarcasm, spreading rumours, teasing*
- *Cyber bullying: All areas of internet, such as email and internet chat, sexting, X (Twitter) misuse, Facebook misuse, mobile threats by text messaging and calls as well as misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.*

Bullying may be related to:

- *Race*
- *Gender*
- *Religion*
- *Culture including Gypsy, Roma and Traveller children*
- *SEN or disability*
- *Appearance or health condition*
- *Home circumstances, incl Young carers, children in care and poverty.*
- *Sexual orientation, sexism, or sexual bullying, homophobic, Lesbian, gay bi-sexual and transgender*
- *Bullying of and by school staff*

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

14. Hate incidents

The police and Crown Prosecution Service have agreed a common definition of hate incidents.
They say something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on one of the following things:

- *disability*
- *race*
- *religion*
- *transgender identity*
- *sexual orientation.*

The school keeps a detailed record of all Hate incidents along with the actions taken.

15. Bullying and safeguarding

All staff should be aware that children can abuse other children (this is often referred to as child on child abuse). As stated in Keeping Children Safe in Education child-on-child abuse is most likely to include, but may not be limited to:

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying)*
- *abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)*
- *sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)*
- *Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party*
- *consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)*
- *upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and*
- *initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).*

This policy, together with our Safeguarding and Child Protection Policy, sets out our procedures with regards to child-on-child abuse. Both play an important role in preventing it and responding when staff believe a child may be at risk from it.

16. The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying and harassment from our school. The Governing Body will not condone any bullying or harassment at all in our school, and any incidents that do occur will be taken very seriously, and dealt with in accordance with this policy.

The Governing Body monitors incidents of bullying and harassment that do occur via the Headteacher's termly report to the Governing Body, and reviews the effectiveness of this policy regularly. The Governors require the Headteacher to keep accurate records of all incidents and to report to the Governors on request about the effectiveness of school anti-bullying and harassment strategies.

A parent who is dissatisfied with the way the school has dealt with an alleged bullying or harassment incident can ask the Chair of Governors to look into the matter, in line with the school's Complaints Procedure. In all cases the Governing Body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

17. The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying and harassment strategies/ policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know

how to identify and deal with incidents of bullying and harassment. The Headteacher reports to the Governing Body about the effectiveness of the strategies and policy on a regular basis.

The Headteacher ensures that all children know that bullying and harassment are wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong and the actions that would happen if any of our pupils were known to be bullying or harassing another pupil.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying or harassment.

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

18. The Role of Teachers and Support Staff

All the staff in our school take all forms of bullying and harassment seriously, and seek to prevent it from taking place. All incidents of bullying are taken seriously and dealt with on an individual, case by case basis. Staff challenge low level disruption and use of offensive language against another pupil.

Teachers keep records of all incidents that happen in their class, and that they are aware of in the school. Bullying, harassment and hate incidents will be recorded on CPOMS and monitored by senior leaders. We also record incidents that occur on the children's journey between school and home. If a member of staff witnesses an act of bullying or harassment, they will investigate it themselves and refer it to the Headteacher. Teachers and support staff do all they can to support the child who is affected. Early intervention strategies are used.

If a child is being bullied or harassed, then, after consultation with the Headteacher, the child's parents are informed of the incidents and the follow-up action is explained to them.

When any bullying or harassment takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the child who has carried out the bullying or harassment. Time is spent talking to the perpetrator, explaining why his/her actions were wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in the bullying or harassment of other children, we invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies. The school's Behaviour Policy will also be applied to all incidents of bullying and harassment.

All members of staff routinely attend training, which equips them to identify bullying or harassment, and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying or harassment and to establish a climate of trust and respect for all. For example, they use drama, role-play, stories etc, within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying or harassing behaviour. PSHCE and circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. We support National Anti-Bullying Week which helps to raise the profile of our anti-bullying and harassment policy and strategies.

Teachers and staff use a prevention approach by the promotion of equality and celebrating difference. Awareness is highlighted through PSHCE lessons, assemblies and awareness days.

19. The Role of Parents

Parents who are concerned that their child might be being bullied or harassed, or who suspect that their child may be the perpetrator of bullying or harassment, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's Complaints Procedure.

Parents have a responsibility to support the school's Bullying Policy, actively encouraging their child to be a helpful, kind and positive member of the school.

20. The Role of Pupils

Pupils are encouraged to tell anybody they trust if they think they are being bullied or harassed, and if it continues, they must keep on letting people know. Support will be offered to the child and a restorative process is available to begin repairing relationships. If a pupil discloses any bullying incidents which may, in the opinion of the Headteacher, be regarded as a child protection issue, the school's "Child Protection and Safeguarding Policy" will then take precedence.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire, through School Council meetings and two-yearly Online Pupil Survey.

Our School Council has contributed to the writing of this policy and they are encouraged to actively support our anti-bullying strategies.

21. Workplace bullying

Workplace bullying is not acceptable. For information regarding expected conduct and ways to report misconduct please see the schools conduct policy.

22. Review

This policy was agreed by the Board of Governors in Sept 2026 and will be reviewed September 2027.

Signed …… *Headteacher*

Signed …… *Chair of Governors*

Appendix #1 <u>*Strategies for Behaviour Management*</u>

- *Be clear, speak simply and offer a positive choice.*
- *Respect personal space. If possible, stand .5 to one metre away from a person who's escalating. Allowing personal space tends to decrease a person's anxiety and can help you prevent acting-out behaviour.*
- *Avoid overreacting.*
- *Remain calm, rational, and professional. Whilst you can't control the person's behaviour, how you respond to their behaviour will have a direct effect on whether the situation escalates or defuses.*

- *Use non-threatening nonverbal communication. The more a person loses control, the less they hear your words—and the more they react to your non-verbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice.*
- *Ignore challenging questions. Answering challenging questions often results in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand.*
- *Allow time for decisions. When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said.*
- *If you need help or support please speak to a one of the Senior Leadership Team.*

Members of staff who manage behaviour well:

- *Deliberately and persistently catch children doing the right thing and praise them in front of others.*
- *Know their classes well and develop positive relationships with all children.*
- *Relentlessly work to build mutual respect.*
- *Remain calm and keep their emotion for when it is most appreciated by children.*
- *Demonstrate unconditional care and compassion.*

Children want teachers to:

- *Give them a 'fresh start' every lesson*
- *Help them learn and feel confident*
- *Be just and fair*
- *Have a sense of humour*