



Christ Church C.E. Primary School Behaviour Policy including Anti Bullying

This policy is intended to ensure consistency across the school in terms of dealing with pupils' behaviour and our response to it.

Any parent or carer with worries or concerns about behaviour or bullying should speak with a member of the teaching staff as soon as possible.

Legal Framework: This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Mobile phones in schools'

Good behaviour in school should enhance learning through:

- Enriching a child's life and a positive view of themselves and the world
- Creating a calm respectful atmosphere where all children and staff feel safe, secure and valued
- Creating good citizens of our school community

Positive Discipline: As a school we are committed to positive discipline, focusing on children's good behaviour and we aim to promote this at all times. This draws attention to our expectation that all the children are capable of good behaviour and is rooted in our school Christian Values (please see Appendix A).

Agreed Procedure

- We have unconditional positive regard for each child in our school
- We treat each child equally as an individual and encourage self-esteem and self-discipline
- We plan a varied and exciting curriculum which keeps the children motivated and on-task
- We explicitly teach what 'good behaviour' looks like and embed this into learning throughout a child's time at school

- We know that as children ‘own’ their learning and become absorbed in their work this feeds into good behaviour
- We make children aware of appropriate behaviour and how to conduct themselves accordingly, giving personal feedback to children if they fail to show appropriate behaviour
- When discussing behaviour with a child, we separate the behaviour from the child, ‘I like the way you . . . ‘You are a good person but you’ve made a mistake with your behaviour . . .’
- We contact parents to tell them of their children’s good behaviour, face-to-face, notes in reading record books, by phone or email and invite them into school when their child receives an award
- Staff may send a child to others in school for more praise
- We aim to catch children being good and to praise their positive behaviour. We endeavour to speak to children with regard to their feelings at all times.
- We match learning activities to the needs of individual learners so that everyone achieves success.
- We aim to make boundaries clear and strive to talk calmly to children
- We practise forgiveness as one of our school values and seek to help children have restorative conversations when things have gone wrong
- We use logical consequences to help children understand that when we make a choice with our behaviour – whether positive or negative – it has an impact on others
- We stress the ‘family-feel’ of school and responsibility as one of our values which means that children have opportunities to develop leadership skills, run activities and act responsibly towards other children.

1) Our Whole School Golden Rules

We encourage all children to behave well by following our six golden rules which are on display around the school and children know well.

A) Treat people as you would like to be treated

B) Make the right choice and the best decision

C) Aim high and have a positive attitude to learning

D) Be polite and respectful to others

E) Care about other people and show it.

F) Always sit, stand, walk and talk well in school.

These are the baseline for what we expect behaviour to look like in school. We help children to develop self-discipline and self-control by frequent mention of these expectations.

- We use visual classroom and playtime systems – adapted to be age appropriate – so that children know when they are behaving appropriately and when they need to either stop and think or change their behaviour.
- In Acorns and Maple Classes, if behaviour happens which does not follow the Golden Rules, staff might remind the child of them or issue an amber ‘Warning’ (or move them to the amber dragon in Early Years). If behaviour improves, they can go back to green. If behaviour fails to improve or the matter was very serious in the first place, a red ‘Consequence’ is issued and a sanction will apply.
- We follow a system of ‘Logical Consequences’ to help children develop self-control and resilience. Logical Consequences follow the ‘3Rs’ – they are related to the behaviour, respectful in the way in which they are communicated and reasonable for the child’s age and understanding. Here are some examples of logical consequences:
 - If the pupil is tripping up their peers in the lunch queue, they will have to queue with an adult.
 - If the pupil arrives late to lesson without a valid reason, they will stay in for 10 minutes to complete the work missed, alongside the class teacher.
 - If a pupil breaks something out of anger. They have ‘time-in’ with a key adult to emotionally regulate. Once calm they help fix what is broken.
 - If a pupil says something unpleasant to a teacher. They should be supported to repair the relationship. The adult must also be genuinely willing to repair the relationship too.
 - A pupil waves scissors around. The scissors are removed for the remainder of the art lesson.

2) Star Learners, Celebration Leaves, and Headteacher Awards

Each week star learner certificates are given out in recognition of particular children's excellent learning during the week. These are handed out in Celebration worship time on Friday and are taken home to share with families. Celebration leaves are used to recognise good contributions to our school community and are also given out in Celebration Assembly. These leaves are put on the celebration tree. Headteacher's Awards are given for activities inside or outside of school which are worthy of special recognition. All awards are mentioned in the weekly newsletter. Parents and family members of children receiving awards are invited into Friday Celebration worship time so that parents are involved in celebrating good behaviour too.

3) Class Praise Systems

Each class may have its own praise and reward system based on stickers or stars as each teacher decides. Children may collect stickers, stars, or 'happy points' for a small treat, such as 'the dip box' in Acorn Class or may have weekly/occasional class treats that are earned by collective behaviour

4) School Councils

Our school teams are also school councils: the Worship School Council led by Miss Fortune, the Happiness & Well-Being School council led by Mrs Douch, the Active Kids School Council led by Mrs Martin, the Eco-Schools Council led by Mr Brotherton and the Pupil Voice School Council led by Mrs Clarke. Taking part in school life in this way, increases responsibility and awareness of the importance of school community and improves behaviour.

5) Mentoring

Particular children may need one-to-one support to develop positive behaviour. This usually involves sessions with a trusted adult where poor behaviour is discussed and alternative strategies considered. 'Check-ins' with a teaching assistant or teacher might also be used so that a child knows that their behaviour is being monitored and they have someone to talk to about the reasons for their behaviour.

6) Worship Time and Behaviour

We use daily worship times to gather collectively together and to focus on fostering a sense of fellowship, providing an experience of being part of a caring community and developing a concern for the needs of others. For more, please see our Collective Worship Policy.

7) Poor Behaviour, Consequences and Reparation

Our Christian values of responsibility, forgiveness and concern for the truth underpin how we deal with poor behaviour. All children are expected to be responsible for their own behaviour.

- If behaviour is unacceptable children are given a verbal warning, so that they are able to reflect on their actions and make a better choice.
- If children continue to make the wrong choice, they are given a logical 'Consequence'. Depending on the action this may be an in-class consequence such as losing some playtime that day if they have wasted time in a lesson and need to make up the learning or the teacher may ask them to perform a task to show reparation such as making a sorry card/tidying the classroom – in their own time.
- If a child continues to use challenging behaviour the head teacher is informed and may decide to telephone or invite the parents in for a discussion. If a child needs time & space to calm down and reflect on their behaviour in order to settle, they may work in another space such as Cherry Room or another classroom away from their peers.

A serious single incident of misbehaviour may result in parents being contacted to discuss the incident with an aim to reaching a satisfactory conclusion for all involved.

We encourage children to make reparation for their poor behaviour. For example, if a child has been rude to someone else, they will spend their time making a sorry card, if a child leaves things in a messy way, they will be expected to clean up their mess.

8) Unacceptable Behaviour

On some occasions children's behaviour will be unacceptable in that the behaviour will be a danger to others or seriously disruptive to learning. It is the school's first duty to ensure all members of the school community, including staff, are safe at all times.

Although the school does its utmost to manage situations there may be times when behaviour has gone beyond acceptable norms. The seriousness of any particular behaviour will be judged on the amount of harm caused to others.

The following are the types of behaviour which are considered unacceptable:

- Violence
- Bullying
- Not following adult instructions
- Intentional damage to school property
- Intentionally disturbing the learning of other children

When a serious incident occurs staff dealing with the incident will immediately refer the matter to the headteacher.

The headteacher will:

- gather the available facts from members of staff
- log the behaviour in the Behaviour Log/on CPOMS
- contact parents asking them to come into school as soon as possible
- contact parents of any injured children to inform them that the issue is being dealt with and that they will be kept informed
- establish the facts with the child and parents/carers
- agree sanctions with parents
- inform parents of any injured children of action that has been taken

In some instances it will be necessary to:

- consult with Local Authority when external exclusion is being considered
- report to governors- in the case of exclusion
- discuss behaviour issues with SENCo and other staff

School sanctions for unacceptable behaviour. We will endeavour to use a 'logical consequence' which relates to the unwanted behaviour but it might include:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Loss of playtime
- School service such as tidying an area or helping someone
- Internal exclusion – being sent to work in another classroom
- Fixed term lunchtime exclusion (off-site). Parents will be requested to take the child out of school for the period of lunchtime for a number of dates determined by the school. After this time the child will be allowed to remain in school for the whole day.
- Suspension (up to five days). Parents will be requested to collect their child and keep them off school for the period determined by the school. After this time the child will be allowed to return to school.
- Permanent exclusion. The child will not be able to remain at this school and parents will be requested to find another school setting.

Home sanctions for unacceptable behaviour:

The school will not specify the exact nature of sanctions at home but in order to emphasise the seriousness of the problem we encourage parents to support the school by carrying out some kind of sanction at home.

Behaviour Plans:

Where a child's behaviour is of particular concern, school and parents may use a behaviour plan to monitor and work together to support a child's behaviour. This is drawn up by school and discussed with parents and will allow for daily monitoring of behaviour. The behaviour plan will be for a specific time and have realistic targets which allow the child to show that they can be a positive member of the school community. It will be shared with parents. At the end of the behaviour plan parents and school will meet together to discuss whether it has been an effective tool and what other support might be needed.

9) Use of Touch

We encourage school staff to use touch to reassure and support children in a way that is appropriate. For example, an adult may gently hand hold the hand or arm of a young child. Occasions may also arise when staff need to provide intimate care for a child – please refer to the Intimate Care policy.

School staff may use reasonable force if needed to ensure pupils are safe and the circumstances in which this can be used are taken from [Use of Reasonable Force Guidance DFE 2015](#)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as where a child needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. This may mean using force to control a child or to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path if they were trying to leave a room or area, or active physical contact such as leading a child by the arm out of a classroom. Restraint means to hold back physically or to bring a child under control.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. 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 child behaving in a way that disrupts a school event or a school trip or visit
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground
- restrain a child at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Where a child is identified as presenting a high risk of reasonable force needing to be used to keep them safe and others safe then school will complete a risk of physical harm risk assessment which will be shared with parents. Parents will also be invited to a meeting to draw up a Safety and Support Plan following Crisis Prevention Institute's best practice. This will look at triggers and what works for that individual to help them regulate their emotions. Parents can also be shown what kind of holds are used as safety intervention. The plan will also include how to help a child de-escalate and

reintegrate back into class after a safety intervention has been used. Where a safety intervention has been used it will be recorded on CPOMS and parents will be emailed or otherwise informed in writing.

10) Working with parents

We seek to work in partnership with parents over any behaviour barriers to learning. On entering the school parents are made aware of the behaviour policy and the use of our praise systems and mentoring which encourage good behaviour. The behaviour policy will be highlighted yearly to parents – through the weekly newsletter – and will always be available on the school website.

We expect that the good behaviour we see in school time should continue during after-school activity clubs. When a child repeatedly misbehaves in after-school activities, parents will be contacted and if the behaviour does not improve the child will be asked to stop attending the club.

Parents are responsible for their children's behaviour on the bus or taxi to and from school. If a complaint is made about another child's behaviour on the bus, School Transport become involved and in some circumstances may refuse to transport children if their behaviour creates a safety issue. Whilst school are not responsible for children's behaviour on the bus, we seek to do all we can to support good behaviour: creating high expectations, talking to the children and communicating with parents when issues arise.

We always try to find out why a child is misbehaving and address those specific circumstances: perhaps a child had a specific learning difficulty or neurodiversity issue that has not been diagnosed, or their home circumstances may be difficult.

Parents are encouraged to come in and communicate any worries or concerns they may have about behaviour which are affecting their child/children. If a child's behaviour is causing concern, regular meetings may be set to discuss the child's behaviour with parents to move forwards together. For some children daily contact with parents may be appropriate. An individual behaviour plan with targets for improved behaviour may be written. For younger children a home-school communication book might be more appropriate.

11) Children with Additional Needs and Behaviour Expectations

We promote high standards of behaviour and provide the necessary support to ensure all children – including those with Special Educational Needs and Disabilities (SEND) - can achieve and thrive both in and out of the classroom, so that everyone can feel they belong in the school community and high expectations are maintained for all children.

We have a good behaviour culture and our calm environment particularly benefits children with SEND, enabling them to learn. But we do recognise that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We seek to manage all children's behaviour effectively, whether or not the child has underlying needs. However, where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires us to balance a number of duties which will have bearing on this behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- we have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and we must co-operate with the local authority and other bodies

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

12) Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour. Staff will also be aware that SEMH needs come under the Special Educational Needs and Disability (SEND) Code of Practice. When a child is presenting with a pattern of behaviour needs, this should be considered with parents and the SENCo as part of evidence that there may be unidentified SEND.

14) Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. This is done by all staff but in particular by class teachers and in PSHE.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. how to walk around school, politeness in the corridors, table manners at lunchtime, listening to other people when they speak etc.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

15) Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

16) De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

17) Child on Child Abuse and Harassment

We expect all interactions between children to be age appropriate and full of kindness and respect. Should there be any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) – Tracey Cansdale or Lindsay Douch will lead the school’s response. Each incident would be considered on a case-by-case basis. Such behaviour is never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned. All staff know and have regular training about the importance of challenging all inappropriate language and behaviour between pupils.

18) Behaviour Online

The way in which children relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises. Most online behaviour incidents amongst primary children occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School reserves the right to sanction children when their behaviour online poses a threat or causes harm to another child, and/or could have repercussions for the orderly running of the school, or when the child is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity and this includes the way in which children talk to each other over apps or games that they use at home. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following our Safeguarding Policy and speaking to the designated safeguarding lead (or deputy) – Tracey Cansdale or Lindsay Douch when an incident raises a safeguarding concern.

15) Mobile Phones and Tablets

Children are not allowed mobile phones in school. If a parent wishes their child to have a mobile phone with them because of their travel arrangements, then the child is responsible for handing it to the School Office for safekeeping at the beginning of the school day and collecting it from the School Office at the end of the school day. School can take no responsibility for reminding children to pick up mobile phones from the Office. If a child is found with a mobile phone on them or in their bag during the school day, a sanction will apply. An exception to this is the use of apps on mobile phones to control an insulin pump for diabetes. For a child with an Individual Health Care plan if they need a smartphone in school to support the control of their diabetes, then this is allowed.

Children do not need to bring their own tablet into school, as we have IT equipment for them to use. If a child is using their own tablet or iPad because of a Special Educational Need or Disability, this is a reasonable adjustment and the Behaviour Policy does not apply in those circumstances.

If a teacher suspects that a child has brought a mobile phone or tablet into school, then with the permission of the headteacher they can search the child’s bag.

Bullying and Anti-Bullying Procedures

This policy is linked directly to the following policies:

Safeguarding Policy

PSHE policy
Pupil Equality, Equity, Diversity and Inclusion Policy
Social, Emotional & Mental Health Policy

Aims of this Policy

The aims of the school's anti-bullying strategies and intervention systems are to:
prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
react to bullying incidents in a reasonable, proportionate and consistent way
safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Roles and responsibilities

The role of the Governing body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually. The governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school. The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these. Governors will ensure there is a Senior Designated Safeguarding Lead (DSL) leading on bullying related to radicalisation and extremism. This is Tracey Cansdale, the Headteacher and the Deputy DSL is Lindsay Douch.

Anti-Bullying- Taking into account:

- *Statutory Framework for the Early Years Foundation Stage (2017) Section 3 – The Safeguarding and Welfare Requirements*
- *Keeping Children Safe in Education 2022*
- *Working Together to Safeguard Children 2018*
- *Shropshire Safeguarding Community Partnership (SSCP) Procedure Guidance [Advice to Children about Bullying](#)*
- *What to do if you are worried a child is being abused 2015 - Advice for practitioners.*
- *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018*

Context

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Campaign work:

Anti Bullying Campaign



Date _____

This is our Anti-Bullying Promise

Name _____

✓ ★

Don't Suffer In Silence

Everyone matters, so if you're being bullied, tell someone you trust, like a teacher, parent, carer or friend.

See Something • Hear Something • Say Something

What is Bullying

Bullying is hurting someone or someone's feelings on purpose

Make Friends, More Friends

Try to be a Good Friend

Don't Bully, Be A Buddy

Developed by Shropshire Youth Parliament

Supported by Shropshire Children's Trust SSCB

Bullying includes:

name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods. Bullying can also take place online.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school by through discussions in the curriculum in PSHE & Circle Time, by taking part in Anti-Bullying week, through our school councils: Happiness & Well-being council, Pupil Voice school council, Safer Schools work, posters or other materials developed by pupils and in our shared school or class worship times. We also provide a warm nurturing environment where every pupil is valued as an individual and children feel confident that their concerns will be listened to and valued.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together by being a copy of this policy at their child's home visit before joining the school, or an induction pack, through information on the newsletter, through the school website and displaying the Anti-Bullying Charter.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

The role of the head teacher and staff:

1. Policy and procedures

There is a senior member of staff who leads on anti-bullying:

Name: ...Tracey Cansdale

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school’s this policy will be used to support the improvement of pupils’ behaviour
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school’s Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

2. Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

3. Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through worship time and other school activities. The policy will be promoted and implemented throughout the school.

Monitoring, evaluation and review

The school will review this policy bi-annually and assess its implementation and effectiveness regularly. Governors regularly look at the Behaviour Log as part of their Link Visits and specific issues are reported at Standards Curriculum which meets termly and referenced in the Headteacher's Report to the Full Governing Body.

Accepted by Governors at Standards, Curriculum and Safeguarding Meeting on 14.6.18, first review Summer 2020, second review Summer 2022, third review Autumn 2024. Revised by Standards, Curriculum and Safeguarding June 2024

Appendix A- Our Christian Values

These include the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths & beliefs and include our School Golden Rules.

Month of the Year	Value	By this we mean . . .	A symbol
September	Responsibility	<ul style="list-style-type: none"> • Taking care of our own things • Being prepared & doing our own learning • Being independent, taking on jobs 	A book bag
October	Truthfulness	<ul style="list-style-type: none"> • Being honest • Telling the truth, even when it's difficult • Making the right choice 	A light bulb
November	Friendship	<ul style="list-style-type: none"> • Having fun, playing & sharing • Caring about each other & showing it • Helping & supporting each other 	Linked hands: different skin colours
December	Peace	<ul style="list-style-type: none"> • Feeling secure, safe & calm • Sitting, standing, walking & talking well at school • Getting along with each other 	Dove- with olive branch?
January	Respect	<ul style="list-style-type: none"> • Valuing our differences • Being polite; using kind words, kind hearts & kind actions • Treating others (& things) as you would like to be treated 	The World
February	Trust	<ul style="list-style-type: none"> • Doing what we say we will • Being reliable • Working together 	Anchor
March	Forgiveness	<ul style="list-style-type: none"> • Saying sorry • Making friends again & moving on • Being understanding 	Water
April	Perseverance	<ul style="list-style-type: none"> • Always having a go and trying your best • Keeping on trying when it's tricky • Aiming high & having a positive attitude 	Shoe with laces
May	Courage	<ul style="list-style-type: none"> • Being brave & strong • Doing something that is scary • Being confident to express own views, standing up for others, speaking up 	Lion
June	Compassion	<ul style="list-style-type: none"> • Being kind, caring & thoughtful • Treating others as we would like to be treated • Being tolerant & sensitive 	Heart
July	Thankfulness	<ul style="list-style-type: none"> • Being polite & saying thank you • Appreciating others • Appreciating the world around us, even the small things 	Present with bow