



Christ Church C.E. Primary School

Behaviour Policy including Anti Bullying

Presented and Approved by Christ Church LGB	6 th November 2025
Name of Chair of Governors	Carole Fenton
Date of Next Review	November 2028

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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 Head of Schools and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- 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'
- 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'

1. Our School Vision and Core Values

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32):

A mustard seed ... "is the smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that birds come and perch in its branches."

Our vision can be summarised in three words: **Preparing, Sowing, Growing**

Preparing: We are preparing children for life in modern Britain, to be active and compassionate citizens who are aware of their responsibility to the rest of the community and are ready and excited to play their part.

Sowing: We are sowing seeds of kindness, love and care in the way children learn and behave. We are sowing seeds of intellectual curiosity as children find out about the world. Particularly we want to ignite a life-long love of learning.

Growing: We are growing in our understanding of the Christian faith and the link between belief and behaviour. We want to see our Christian values take root and grow in our community life, so that all are treated with dignity and respect because of their intrinsic worth and we become a place of mutual flourishing.

Our school aims to reflect a warm, caring Christian ethos where everyone is valued. We believe that children's wellbeing is at the centre of our life in school and the key to raising academic success. This is supported by high expectations for every child and by developing personal awareness, creativity and social understanding.

We believe that we make a difference by creating a safe, healthy and stimulating environment of quality provision where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

We aim to:

- Offer an excellent education within a framework of Christian values and beliefs.
- Be an inclusive community in which everyone feels happy, valued and secure.
- Build and maintain strong relationships with our families, carers, Church and wider community.
- Promote an environment all where children can reach their full potential.
- Foster a desire for independent and lifelong learning.
- Raise children's aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening their understanding of the local, British and global communities.

Above all, we aim to develop positive, confident, reflective children who:

- Take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose.
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong.
- Are able to think creatively and independently in order to have aspirations for the future.
- Are proud to be part of a diverse British society.

1.1. Aims of the policy

At Christ Church C of E Primary School, we want to help pupils grow up with a clear view of what is right and wrong and an appreciation of the needs of others and the community around them.

We, as adults, are the role models for the pupils and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

A system of positive praise and reward and the encouragement of self-control will lead to a happy atmosphere in the school and will enhance learning.

- To create a welcoming, inclusive and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school, which all pupils know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- To enable pupils take on ownership for their own learning with pride in their work

2. Our Christian Values

Underpinning our Vision are the Christian Values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

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.

Month of the Year	Value	By this we mean . . .	A symbol	Link Biblical Story	Biblical Quote
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	<p>The Good Samaritan (taking responsibility for others) Luke 10:25-37</p> <p>New Testament</p>	<p>“Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples if you love one another.”</p> <p>John 13: 34-35</p>
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	<p>The story of Joseph – Joseph’s brothers lie about his death Genesis 37: 17-33</p> <p>Old Testament</p>	<p>“Do not tell lies about others.”</p> <p>Exodus 20:16 (9th commandment)</p>
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	<p>Friends bring a paralysed man to Jesus Mark 2:1-12</p> <p>New Testament</p>	<p>“A friend loves at all times.”</p> <p>Proverbs 17:17</p>
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?	<p>The angels sing of peace on earth when Jesus is born Luke 2: 8-16</p> <p>New Testament</p>	<p>“Try to earn the respect of others and do your best to live at peace with everyone.” Romans 12: 17-18</p>
January	Respect	<ul style="list-style-type: none"> • Valuing our differences • Being polite; using kind words, kind hearts & kind actions • Treating others (& things) as 	The World	<p>The Ten Commandments Exodus 20</p> <p>Old Testament</p>	<p>“Respect and honour God – this is the beginning of wisdom.” Proverbs 1:7</p>

Month of the Year	Value	By this we mean . . .	A symbol	Link Biblical Story	Biblical Quote
		you would like to be treated			
February	Trust	<ul style="list-style-type: none"> • Doing what we say we will • Being reliable • Working together 	Anchor	The Storm on the Lake Matthew 8:23-27 New Testament	“Do not let your hearts be troubled. Trust in God, trust also in me.” John 14:1
March	Forgiveness	<ul style="list-style-type: none"> • Saying sorry • Making friends again & moving on • Being understanding 	Water	Parable of the Unjust Steward Luke 16: 1-13 New Testament	“Be compassionate and kind to one another, forgiving each other, just as in Christ God forgave you.” Ephesians 4:32
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	Story of the Lost Sheep Luke 15: 3-7 New Testament	“We must be determined to run the race that is ahead of us.” Hebrews 12:1
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	David and Goliath 1 Samuel 17 Old Testament	“Be strong and courageous. Do not be afraid for the Lord your God is with you wherever you go.” Joshua 1:9
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	Jesus giving the Greatest Commandment Mark 12: 28-34 New Testament	“Therefore as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” Colossians 3:12

Month of the Year	Value	By this we mean . . .	A symbol	Link Biblical Story	Biblical Quote
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	Jesus heals ten men with leprosy Luke 17: 11-19 New Testament	“Give thanks in all circumstances.” 1 Thessalonians 5:18

2.1. British Values

As a school, we are committed to serving its community and the wider world. Our rich curriculum explores Spiritual, Moral, Social and Cultural aspects of learning.

The five fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through weekly class worship, PSHE, class discussions, collective worship and circle time.

3. Promoting Good behaviour

Good behaviour in school enhances learning by:

- 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

Our 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
- As a school communicating clearly to pupils what is expected of them
- We explicitly teach what ‘good behaviour’ looks like and embed this into learning throughout a child’s time at school
- We refer to and consistently apply our School Golden Rules
- We know that as children ‘own’ their learning and become absorbed in their work and 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 notice children being good and to praise their positive behaviour. This can be done using non-verbal signals, positive verbal comments or positive written comments.

- 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 use common language for describing feelings and emotions based on Zones of Regulation® to support co and self-regulation
- We give pupils responsibility e.g. School Council, House Captains, Worship Council and Monitor responsibilities
- 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.

3.1. Our Whole School Golden Rules

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

- 1. We always work hard and believe in ourselves**
- 2. We use kind hands, kind words and have kind hearts**
- 3. We speak politely and listen well to everyone**
- 4. We make the right choices and best decisions**
- 5. We care about others by being friendly and helpful**
- 6. We are proud of our school and treat it with respect.**

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.
- 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 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.
 - A pupil waves scissors around. The scissors are removed for the remainder of the art lesson.

4. Expectations of pupils

We expect all pupils in our school to follow our Golden Rules.

4.1. Rewards

As a school, we believe that by praising and rewarding positive behaviour, others will be encouraged to act similarly.

Positive behaviour is celebrated in a variety of ways:

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. Head of School'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.

House Points

Children are allocated houses at the start of their school journey and work as a house community to gain house points. House points can be allocated for positive behaviour, success and achievement.

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 Acorns Class or may have weekly/occasional class treats that are earned by collective behaviour

Stickers and individual reward charts

Adults may use stickers as an instant reward where they have recognised positive pupil contributions and behaviour. Stickers can also be used to motivate pupils with individual reward charts as part of an individual management plan.

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.

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.

4.2. Attendance

Good school attendance is everyone's responsibility. At Christ Church CE Primary School, strong partnerships between parents/carers, children and staff help to establish a culture of good attendance and punctuality. Research documented by the DfE (Working together to improve school attendance) identifies a correlation between regular absence from school and participation in extra-familial harm. We recognise that when children attend school consistently, they build strong trusting relationships with their peers and adults in school and are more likely to achieve and develop a positive behaviour for learning mindset.

4.3. The Parents/Carer's Role

Parents have an important part to play in supporting the School's Policy.

The school suggests that they:

- visibly and openly make it clear to their own children that they support the School's Policy
- work in partnership with the school

- focus on positive behaviour, rewards, encouragement and success whenever possible
- recognise that most incidents involving inappropriate behaviour are complex and usually cannot be blamed on any one individual
- contact the school, via the Class Teacher or Headteacher, at an early stage and at a suitable time if there is any matter involving their child that concerns them.

5. Poor Behaviour, Consequences and Reparation and How we Respond

All children are expected to be responsible for their own behaviour. We will endeavour to use a ‘logical consequence’ which relates to the unwanted behaviour but consequences might include:

Level	Description of Behaviour	Consequences of Behaviour
Level 1	<ul style="list-style-type: none"> • Being in the wrong place at the wrong time • Making inappropriate noises in learning time • Interrupting • Running in school • Talking in class or worship time when it is listening time • Misuse of learning time • Disturbing others’ learning 	<ul style="list-style-type: none"> • Non-verbal signal eg a stop sign or quiet signal • Quiet reminder to the child individually • Saying the child’s name to attract their attention and asking them to reflect on their behaviour
Level 2	<ul style="list-style-type: none"> • A continuation of any Level 1 behaviours after logical consequences • Upsetting others with intent creating distress, discomfort or unhappiness • Name calling including in online situations • Disregarding instructions from school staff • Rudeness or disrespect to others • Refusal or non-compliance in learning time • Preventing others from learning • Leaving the classroom without asking • Unintentional damage to school property • Pushing or minor physical interactions to others 	<ul style="list-style-type: none"> • Quiet 1:1 talk away from the classroom to reflect on behaviour • If out of class, report to class teacher • Report on CPOMS • Logical consequence related to behaviour
Level 3	<ul style="list-style-type: none"> • A continuation of any Level 2 behaviours after logical consequences • Intentionally damaging others’ work • Physically hurting other children • Persistent pushing or minor physical interactions to others • Repeated refusal or non-compliance in learning time • Intentional repeated disruption to others’ learning • Swearing • Purposefully putting themselves in danger including online 	<ul style="list-style-type: none"> • Restorative conversation with class teacher or SLT with reflection time out of class or in reflection area for younger children • Report on CPOMS • Inform Head of School or Deputy • Logical consequence related to behaviour • Mend damaged property • Verbal apology • Communication to parents
Level 4	<ul style="list-style-type: none"> • A continuation of any Level 3 behaviours after logical consequences • Bullying including online • Physical harm to others resulting in injury • Persistent swearing 	<ul style="list-style-type: none"> • Report to Head of School or Deputy • Managed social times with adult support • Meeting with Head of School, parents and child in school • Possible internal exclusion for the remainder

	<ul style="list-style-type: none"> • Using threatening/abusive language related to protected characteristics eg. Racism, Sexism, Homophobia. • Actively avoiding supervision at school • Refusal to return to class after breaktime/ lunchtime/ daily mile • Attempting to leave the school grounds without permission • Bringing dangerous items into school eg knives, bebe guns etc. 	<ul style="list-style-type: none"> • of the day or following day • Possible fixed term lunchtime exclusion (off-site). • Possible fixed term exclusion • Possible permanent exclusion
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5.1. 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.

When a serious incident occurs staff dealing with the incident will immediately refer the matter to the Head of School.

The Head of School 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:

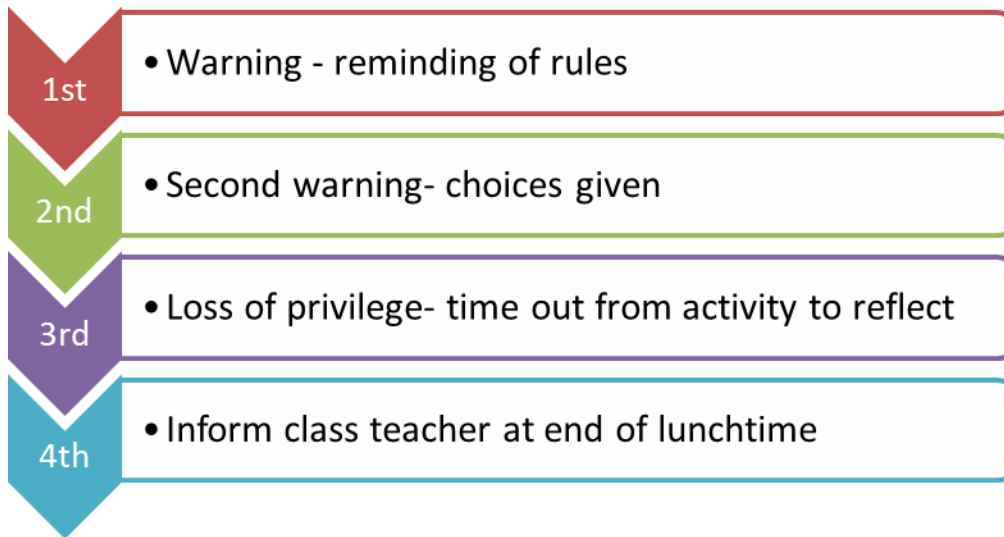
- consult with Local Authority when external exclusion is being considered
- report to governors- in the case of exclusion
- discuss behaviour issues with SENCo and other staff
- Internal exclusion – being sent to work in another classroom
- Fixed term lunchtime exclusion (off-site). Parents will be 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.
- Fixed term exclusion (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.

6. Lunchtimes and playtimes

The school's Behaviour Policy is based on positive behaviour management and it is important that our pupils perceive the management of rules, rewards and consequences to be fair and consistent. Lunchtime Supervisors and Teaching Assistants play an important part in managing pupils' behaviour and can make a big difference to a pupil's day. Pupils should be rewarded for behaving appropriately.

Positive praise from lunchtime staff include:

- Verbal praise
- House points
- A lunchtime/playtime responsibility post



Lunchtime Supervisors and Teaching Assistants are responsible for dealing with any negative playground behaviour in a fair and consistent manner.

Any very serious incidents should be passed on to the class teacher immediately, who will inform the Head of School or Deputy Head if required.

7. Serious Misconduct

When an exclusion occurs parents/carers meet with the Head of School to discuss why the exclusion is having to take place. Details regarding whether the exclusion will be permanent or fixed term will be given. A letter is also sent to the parents/carers, outlining the reasons for Exclusion, strategies of intervention and programme of study support material is given to the child during their absence.

The School Attendance Officer or the LA Inclusion Officer is also involved. If the pupil is to return to school following a fixed term exclusion, prior to the child's return to school, the parents meet with the Head of School to discuss how home and school can work together. The child is welcomed back, discussion takes place on a new start for the child along with the school's expectations for him/her.

A programme of assessment and monitoring takes place to support the child. Regular meetings are held between the school and parents. Permanent exclusion is the final step.

8. 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.

8.1 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.

9. 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.

10. Zones of Regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

11. Physical Interventions

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](#)

11.1 Physical interventions which are not restrictive or based on the use of force

All staff are made aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or disengage from pupils whose behaviour presents a clear risk of injury.

Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routinely used include a range of physical prompts such as:

- Holding a pupil's hand.
- Guiding a pupil using "caring C's" (hands in C shapes to guide).

In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them.

11.2 Restrictive Physical Interventions

Restrictive physical interventions are defined by the DCFS as interventions which "involve the use of force to control a person's behaviour and can be employed using bodily contact, or changes to the person's environment".

The use of restrictive interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Restrictive physical interventions must always be used as a last resort and involve the minimum amount of time. These are legal requirements. Individual Management plans will set out what is reasonable for individual pupils in foreseeable circumstances. In emergencies or unforeseen circumstances, any use of force will need to be reasonable. Failure to comply with these principles will be dealt with under the school disciplinary procedures.

11.3 Who may use restrictive physical interventions and when?

All staff have a duty of care to all pupils. Therefore, in an emergency, all staff who work at the school may use reasonable force to prevent a pupil from causing personal injury to any person, including themselves, causing significant damage to property or engaging in any behaviour prejudicial to the maintenance of good order. This may include staff who have not received the higher-level Team Teach/CPI training undertaken by some members of staff. However, the expectation is that if there are staff available who have been Team Teach/CPI trained, they will lead in any physical interventions.

11.4 Use of restrictive physical interventions in unforeseen and emergency situations

The senior leadership team acknowledge that, on occasions, staff may find themselves in unforeseen situations when they have no option but to use reasonable force to manage a crisis. It is recommended that before using force staff attempt to use diversion or diffusion to manage the situation. When using force staff must use techniques and methods with which they are familiar, confident and are in line with the British Institute of Learning Disabilities (BILD) requirements.

In exceptional circumstances where permitted techniques are ineffective or staff are unfamiliar with the action they should take, the member of staff should manage the situation as best they can in compliance with Section

550A of the Education Act 1996. Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using the pupil's incident record booklet, or if the pupil does not have a booklet then on a separate sheet.

11.5 Risk Assessment and planning for use of restrictive physical interventions

All identified behaviour necessitating use of physical intervention will be formally risk assessed as part of our Individual Behaviour Management Planning.

In the event of disputes over, or concerns about techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LA.

11.6 Post Incident Support

Incidents that require use of restrictive physical interventions can be upsetting for all concerned and result in injuries to the child and staff. After incidents have subsided, it is important to ensure that the staff and children are given emotional support and basic first aid treatment for any injuries. The school will take action to report any injuries to staff or pupils in accordance with RIDDOR and this is done through the ACCIDENT BOOK/CPOMS.

Incidents will be monitored by the Senior Leadership Team on a regular basis and this information will be placed in the Head of School's Report to governors each term. In the case when a permanent exclusion has been necessary, the school will pass on details to the Inclusion Officer to ensure that information is shared with other agencies.

12. 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.

13. 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. 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) – Emma Clarke, Rachael Fortune, Lindsay Douch or Amy Martin 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.

17. 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) – Emma Clarke, Rachael Fortune, Lindsay Douch or Amy Martin when an incident raises a safeguarding concern.

18. 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 Head of School they can search the child's bag.

Reviewed and revised by Emma Clarke and Rachael Fortune
September 2025

Bullying and Anti-Bullying Procedures

1.	Aims of the Policy
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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

1. 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.

2. Roles and responsibilities

The role of the Local Governing Board

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 Head of School 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 Emma Clarke, the Head of School with Rachael Fortune bot as DSLs and Deputy DSLs Lindsay Douch and Amy Martin.

3. Linked Policies

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*

4. What is bullying?

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 defined as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

(Anti-Bullying Alliance, 2024)

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.

4.1 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.

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals

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.

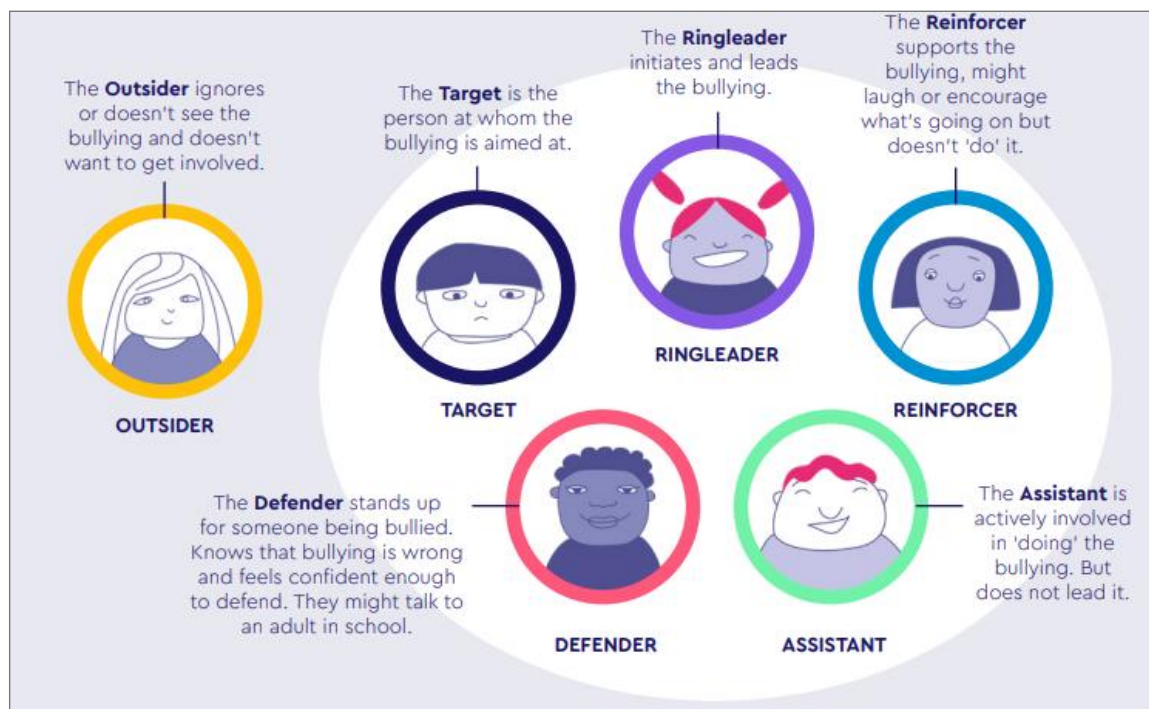
Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

5. Recognising the roles involved in bullying behaviour

Research shows that the traditional view of bullying where there is a 'victim' and a 'bully' is much more complicated. More common, is that bullying tends to be a group behaviour where others can play a significant role intentionally or otherwise. (Salmivalli, Finland)

Often there is a 'Target' (traditionally known as a victim) and a 'Ringleader' (traditionally known as a bully). The Anti-bullying alliance recognises other roles within this dynamic including:

- **Reinforcer**- may not get directly involved in bullying but can incite the Ringleader and gather others to join in
- **Assistant**- joins in with the bullying
- **Defender**- defends and supports the Target by offering friendship, telling a teacher or empowering the Target to report it
- **Outsider**- observes the bullying but does nothing about it or pretends not to notice



(Developing a response process for peer-on-peer bullying ABA)

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 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 Head of Schools 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*).

5.1. The role of the head teacher and staff

Policy and procedures

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

Name: Emma Clarke – Head of School

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 recorded on CPOMS 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; an online form is available through the Shropshire Learning Gateway.

6. Responding to Bullying

All school staff are alert to the signs of bullying so that they can 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.

Children and parents should feel able to discuss any concerns about bullying with class teachers or the headteacher, confident that we will always respond to any incidents of bullying in a serious way.

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

We will use a range of strategies to deal with this subject through:

- Collective worship

- specific work with pastoral support
- circle time
- class discussions
- drama/role play
- story and video
- “no blame” approach (positive peer pressure)
- building up self-esteem
- accessible reward system/praise culture
- buddying
- mentoring – peer/staff/outside agencies
- consistently applied classroom behaviour management techniques
- supervision during unstructured times – lunch/play, etc.

Based on research from the Anti-bullying Alliance, school will take a 3-step approach to ensure any incident of bullying is dealt with as effectively and consistently as possible.

Step 1. Ensure all pupils involved are safe

Are all pupils involved safe?

Is anyone’s physical health or wellbeing at risk?

Have you needed to use the child protection policy?

Did you access any outside support? E.g. NHS, police.

Did you tell the pupil/s being bullied that you are taking it seriously, it’s not their fault and they don’t have to put up with bullying?

Have you asked the pupil/s being bullied how they’re feeling and how they think it can be resolved?

Have you informed the pupil/s being bullied what you will do next?

Step 2. Prevent the bullying from reoccurring

Have you recorded details of who was involved and how they were involved and what you could do to change their behaviour?

Have you been clear what steps you are taking with those involved?

Have you developed a strategy together with the Target and are they happy with your agreed way forward?

Have you sought agreement from all those involved about the way forward?

Have you regularly checked in with the target/s? Do they have a discreet way to report to you about how they are feeling at school regularly? Have you talked to parents/carers?

Is your response built upon changing the behaviour of the group and not solely on changing the behaviour of the Target/s?

Step 3. School learning and reflection

What has this incident taught us? Does this reveal any issues in school?

Do staff need any training?

Do you need to refresh your school policy and procedures?

Do parents have a good understanding of what bullying is and isn't?

Do they know the school approach to anti-bullying?

What needs to happen? By when and how?

7. Curriculum

Our strong Christian school values underpin everything we do in school and are embedded across our curriculum. Children understand these values and try to demonstrate them in their day-to-day behaviour. Staff model the values in their own behaviour and plan lessons so that children learn more about how our actions can impact others. 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 discussion with adults, class discussion, Digital Literacy lessons, PSHE, RSE and collective worship, where anti-bullying strategies are often discussed.

The policy will be promoted and implemented throughout the school.

8. Monitoring, evaluation and review

The school will review this policy 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 Head of School's Report to the Local Governing Board.

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

The image displays a collection of anti-bullying campaign materials. At the top left is the 'Anti Bullying Campaign' logo. Next to it is a photograph of a diverse group of children. To the right is a central graphic titled 'Some types of bullying are....' with arrows pointing to various forms of bullying: Making fun of someone, Ignoring someone, Name calling, Teasing, Spreading rumours, Cyber bullying, Making someone feel sad, Taking someone's belongings, Swearing at someone, Laughing at someone, and Kicking and hitting. Below this is a 'Don't Suffer In Silence' message: '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'. Further down is a 'What is Bullying' section with a definition: 'Bullying is hurting someone or someone's feelings on purpose'. At the bottom left is the slogan 'Make Friends, More Friends Try to be a Good Friend'. At the bottom right is the 'Don't Bully, Be A Buddy' slogan with a sad face and a happy face. Logos for 'Developed by' (Shropshire Youth Parliament) and 'Supported by' (Shropshire Children's Trust and SSCB) are at the very bottom.