

Gamesley Primary and Nursery School

Behaviour and Bullying Policy

September 2026



To be reviewed by the end of September 2027

Gamesley Primary and Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We recognise that behaviour is a form of communication. Our approach combines high expectations with high levels of support. We seek to understand the reasons behind behaviour, teach self-regulation, and help children develop the skills they need to be successful learners and members of our community. We believe that all children can learn to make positive behaviour choices when provided with clear expectations, strong relationships and appropriate support.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to 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

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

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
- Equality Act 2010
- Health Act 2006
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Protection from Harassment Act 1997
- Communications Act 2003
- The School Information (England) Regulations 2008
- DfE (2026) *Keeping Children Safe in Education 2026* [[assets.pub...ice.gov.uk](#)], [[gov.uk](#)]
- DfE *Behaviour in Schools*
- DfE *Searching, Screening and Confiscation*
- DfE *Use of Reasonable Force* (2013)
- DfE *Preventing and Tackling Bullying* (2017)
- DfE *Mental Health and Behaviour in Schools* (2018)
- DfE *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (2015)
- DfE *Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People*
- Working Together to Safeguard Children 2023 [[assets.pub...ice.gov.uk](#)], [[learning.n...pcc.org.uk](#)]

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Non-Negotiable Expectations for Safe and Respectful Behaviour

All pupils are expected to behave in a manner that allows everyone to feel safe, respected and able to learn. The following behaviours represent a serious breach of the school's expectations and may result in intervention from senior leaders, internal suspension, suspension or, in exceptional cases, permanent exclusion.

Pupils must not:

- Deliberately hurt, hit, kick, punch, bite or physically assault another pupil.
- Deliberately hurt, threaten or use physical aggression towards a member of staff.
- Throw objects in a manner that could cause injury or distress to others.
- Damage, destroy or deliberately misuse school property or the property of others.
- Use abusive, threatening, discriminatory or offensive language towards others.
- Repeatedly target, intimidate, bully or harass another pupil.
- Refuse repeated reasonable instructions from school staff.
- Leave a supervised area without permission, placing themselves or others at risk.
- Engage in behaviour that significantly disrupts learning or prevents others from learning.
- Encourage, pressure or incite others to engage in unsafe or inappropriate behaviour.
- Behave in a way that threatens the safety, welfare or wellbeing of any member of the school community.
- Engage in conduct that brings serious disruption to the orderly running of the school.

Serious Breaches of the Behaviour Policy

The school reserves the right to consider suspension where a pupil:

- Commits a serious one-off incident.
- Repeatedly breaches the school's behaviour expectations despite support and intervention.
- Demonstrates persistent defiance, including repeated refusal to follow reasonable instructions from staff.
- Places the safety of pupils or staff at risk.
- Commits an act of physical aggression.
- Engages in bullying, discriminatory or prejudicial behaviour.
- Causes significant damage to property.
- Causes serious disruption to the education of others.

Responding to Behaviour Issues

1. Classroom strategies to refocus and redirect children: A look, a quiet reminder etc
2. Simple choices given: “Either you can work quietly where you are sitting or you can come and work next to me”
3. Warning: Blue card placed on child’s table. This can be removed if the child settles and returns to learning appropriately.
4. Consequence: Time missed from next break or lunch time (10 minutes in KS2 / 5 minutes in KS1). Consequences are used to help children reflect, repair and learn from mistakes rather than to punish. Wherever appropriate, restorative conversations will accompany consequences. This is logged on Arbor as “Consequence” and parents are contacted at the end of the school day by class teachers.
5. Call out: If disruption continues or escalates, a call is made for support from SLT. Children are removed using a neutral script: “I can see things have gone wrong, you now need to come with me”. Removal is not a punishment. It is used to restore calm, maintain safety, protect learning and prevent further escalation. Children will complete simple work that needs minimal adult intervention and return to class as soon as they are ready to do so successfully. They will still miss break times as agreed at step 4. Before returning to class, pupils will participate in a restorative conversation with an appropriate adult to ensure they are ready to return successfully to learning and to repair any relationships that may have been affected by the incident. This is logged on Arbor as “Removal” and parents are contacted at the end of the school day by class teachers.
Persistent Low-Level Behaviour: Teachers will monitor children who frequently require support at Steps 1 to 3, even where behaviour does not progress to formal consequences. These pupils will be discussed with the Pastoral Manager and SENCO. Discussions and agreed actions will be recorded on Arbor as Behaviour Notes.
<p>Early Years:</p> <ul style="list-style-type: none"> • Regulation Time with an Adult: Removed from the situation / 2 minutes reflection time with a timer • Call out: Support from SLT if EYFS team need additional support to manage behaviour
<p>Breaktimes and Lunchtimes:</p> <ul style="list-style-type: none"> • Focus on de-escalation and distraction: Lots of reminders, ensure enough toys are available, adults interact meaningfully with children, • Children walk with an adult for 5 minutes to calm down and re-regulate after an incident • Call out: For more severe behavioural incidents. SLT or Pastoral attend. Will be recorded on Arbor as “Playground Incident” with narrative. Parents contacted.

- Internal Exclusions may be considered: removal to another class or to work in a quiet area under the supervision of a member of SLT or Pastoral Manager) for an agreed amount of time.
- Children who consistently struggle to comply with school expectations will be referred to the SENCO. A Behaviour Plan will be written and shared with parents and reviewed regularly. Behaviour Plans will identify triggers, successful strategies, reasonable adjustments, strengths and desired outcomes.
- Provision may include may be placed on “report” with negotiated targets agreed between staff and the child as below:

Name					Date:			
	8.45-9.00	9.15-10.15	Break	10.30-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.15
I have been kind and gentle								
I have followed adult instructions								
If I have made a mistake, I have accepted the consequences								
2 = Name met the target / 1 = Name needed some reminders but was able to stay in the classroom / 0 = Name did not meet the target								

- The headteacher may consider whether the pupil should be suspended for a fixed term, in line with the school’s Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil’s behaviour.

Reasonable Adjustments, SEND and Individual Behaviour Support

The school recognises that some pupils may require adjustments to behaviour support systems due to SEND, communication needs, social, emotional and mental health needs (SEMH), neurodivergence, attachment needs, trauma experiences or disability.

We believe that fairness does not always mean treating every child in exactly the same way. Consistency means maintaining high expectations for all pupils whilst providing appropriate support and reasonable adjustments where required.

Where a child experiences ongoing difficulties in meeting school expectations, staff will work closely with the SENCO and Pastoral Manager to identify any underlying needs and provide appropriate support. This may include discussions with parents, observations, assessments and consultation with external agencies where appropriate.

Children who consistently struggle to comply with school expectations will be referred to the SENCO and Pastoral Manager. A Behaviour Support Plan, Behaviour IPO, Risk Assessment or other personalised support plan may be developed in partnership with parents and, where appropriate, the child.

These plans will identify:

- The child's strengths and positive qualities.
- Known triggers and barriers to success.
- Successful de-escalation strategies.
- Reasonable adjustments.
- Adult responses and support strategies.
- Individual targets and desired outcomes.
- Arrangements for monitoring and review.

Reasonable adjustments may include:

- Additional movement or sensory breaks.
- Visual timetables or individual schedules.
- Alternative methods of recording work.
- Adapted transitions and routines.
- Check-in and check-out support.
- Access to a safe space or regulation area.
- Individual reward systems or personalised motivation strategies.
- Reduced demands during periods of emotional distress.
- Increased adult support at identified times of difficulty.

Staff will be informed of any agreed adjustments and are expected to implement them consistently.

The school recognises its duties under the Equality Act 2010 and will ensure that reasonable adjustments are considered before applying sanctions where behaviour may be linked to an identified disability, special educational need, communication difficulty or social, emotional and mental health need.

The purpose of these adjustments is not to lower expectations but to enable pupils to meet the same high expectations successfully.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

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

- 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".

Restorative Approaches

At Gamesley Primary School, we recognise that mistakes are an important part of learning and development. When behavioural incidents occur, our aim is not simply to identify a consequence but to help children understand the impact of their actions, repair relationships and develop the skills needed to make better choices in the future.

Where appropriate, staff will use restorative conversations following incidents of unacceptable behaviour. Restorative approaches help children to reflect on their behaviour, understand how others may have been affected and identify strategies for managing similar situations successfully in the future.

Restorative conversations will only take place when all parties are calm and ready to engage. They may be facilitated by class teachers, support staff, the Pastoral Manager, SENCO or members of the Senior Leadership Team.

Restorative approaches may be used alongside consequences and sanctions where appropriate. The school believes that consequences and support should work together to promote positive behavioural change.

Restorative conversations may explore questions such as:

- What happened?
- What were you thinking or feeling at the time?
- What happened next?
- Who has been affected by what happened?
- How do you think they may have felt?
- What could you do differently next time?
- What needs to happen now to make things right?

Restorative actions may include:

- A verbal apology.
- A written apology.
- Repairing damaged property.
- Completing a helpful task for the school community.
- Taking steps to rebuild trust with peers or staff.
- Agreeing strategies to prevent the incident from happening again.

The focus of restorative practice is on reflection, learning, accountability and repairing relationships. It is not intended to replace sanctions where these are necessary, but to ensure that children are supported to understand and learn from their mistakes.

The school recognises that some pupils, particularly those with SEND, SEMH needs or communication difficulties, may require differentiated restorative approaches. Staff will adapt conversations appropriately and provide additional support where necessary.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted. The school will consider whether additional support, a risk assessment review or alternative arrangements are required for the remainder of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Internal exclusions

The school may decide to move pupils to a separate room away from other pupils or to a different class for a limited period. The school believes in "time in" with a safe adult rather than "time out" or isolation.

The school will only move pupils where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time away from their class, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends away from their class will be up to the school to decide. This could be for more than one school day. The school will ensure that the internal exclusion does not extend any longer than necessary.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Legal highs.
- Aerosol cans.
- Paint thinners.
- Non-prescribed hypodermic needles.
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves).

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

Mobile Phones, Smart Watches and Personal Devices

Pupils are discouraged from bringing mobile phones or smart devices to school unless there is a specific need agreed by parents and the school.

Where a pupil brings a mobile phone to school, it must be switched off and handed to the school office at the start of the school day. It will be returned to the pupil at the end of the school day.

Mobile phones must not be used on the school site by pupils at any time unless explicitly authorised by a member of staff.

Smart watches capable of messaging, photography, internet access or communication functions must not be used during the school day. The school may require such devices to be removed and stored safely.

Pupils must not use mobile phones or personal devices to photograph, video or record pupils, staff or visitors without permission.

Where a pupil breaches these expectations, the device may be confiscated and returned to a parent/carer or the pupil at the end of the day, depending on the circumstances.

Where there are safeguarding concerns, the school will follow its Searching, Screening and Confiscation Policy and Child Protection and Safeguarding Policy.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conducts, which requires pupils to be Respectful, Responsible and Ready to Learn. This is explained in age appropriate terms.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school places an emphasis on “values” led behaviour and recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.
- The school also uses **Class Dojo** for rewards with positive praise being shared with families through the app. Children may exchange Dojos for age appropriate rewards, responsibilities, privileges or recognition opportunities.

Bullying

Gamesley Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Definitions

For 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.

We teach children that bullying is **STOP: Several Times On Purpose**

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.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected (My Concern)
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Heads of year are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.

- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Prevention

The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher at break time and the Pastoral Team at lunchtime, will be available for pupils to go to during free time if they feel threatened or wish to be alone. Staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable will meet with the pastoral manager where appropriate, to ensure any problems can be actioned quickly. Class teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises

- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the Pastoral Manager who will investigate the matter and monitor the situation.

Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Peer-on-peer abuse

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the [Prevention](#) section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS), where the DSL deems this appropriate in the circumstances.

The school’s Peer-on-Peer Abuse Policy outlines the school’s stance on addressing peer-on-peer abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of peer-on-peer abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents.

All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Information will be shared with parents to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

Procedures

Minor incidents will be reported to the victim's class teacher, who will refer to the Pastoral Manager to investigate the incident and with the HT set appropriate sanctions for the perpetrator. The incident and outcome will be recorded on Arbor.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The Pastoral Manager informally monitors the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the Pastoral Manager
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the Pastoral Manager and the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the head of year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

Bullying outside school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Peer-on-peer Abuse Policy.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2027

What should you do if someone in school is behaving in a way that is upsetting you?

Politely and firmly ask them to stop. For example: ***“Please stop chasing me. I don’t like it and I want you to stop doing it.”***

If this does not work and you are outside then you should....

Tell a grown up on duty.

If this does not work then you should....

Tell your class teacher when you get back into class, but if you are really worried and cannot wait, go straight inside and find a member of staff to help you.

If you still feel worried when you get home, then you should....

Tell a grown up at home and ask them to call or email school straightaway.

Respectful, Responsible and Ready to Learn

Respectful

“I treat others as I would like to be treated myself”

- I use people’s chosen names when I speak to them.
- I am kind and show good manners to everyone.
- I am polite and do not interrupt or disrupt others.
- I listen to other people’s ideas.
- I look out for other people and try to help if I can.
- I respect personal space and property.

Responsible

“I do the things I am supposed to do and I take responsibility for my actions”

- I stay on task, work hard and do not distract others.
- I maintain a tidy and organised workspace.
- I look after my classroom and the school environment.
- I try to make good decisions and will admit when I make a mistake.
- I speak up if others are being unkind or disrespectful.

Ready to Learn

“I have everything I need and I’m ready to do my best”

- I bring everything I need for a successful day at school: water bottle, PE kit, reading book and other equipment.
- I complete my learning in school and at home.
- In class I demonstrate the Magic 3: “good sitting, good looking, good listening”.
- I am a good learning partner and I contribute to the lessons.