



Love Learning. Love each other.

BEHAVIOUR AND ANTI-BULLYING POLICY, INCLUDING HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC POLICY

“Love the Lord your God, with all your heart, soul and mind.”

“Love your neighbour as you love yourself.”

Jesus said that these are the most important commands. They form the foundation for outstanding behaviour in all aspects of life at St. Mary’s Primary.

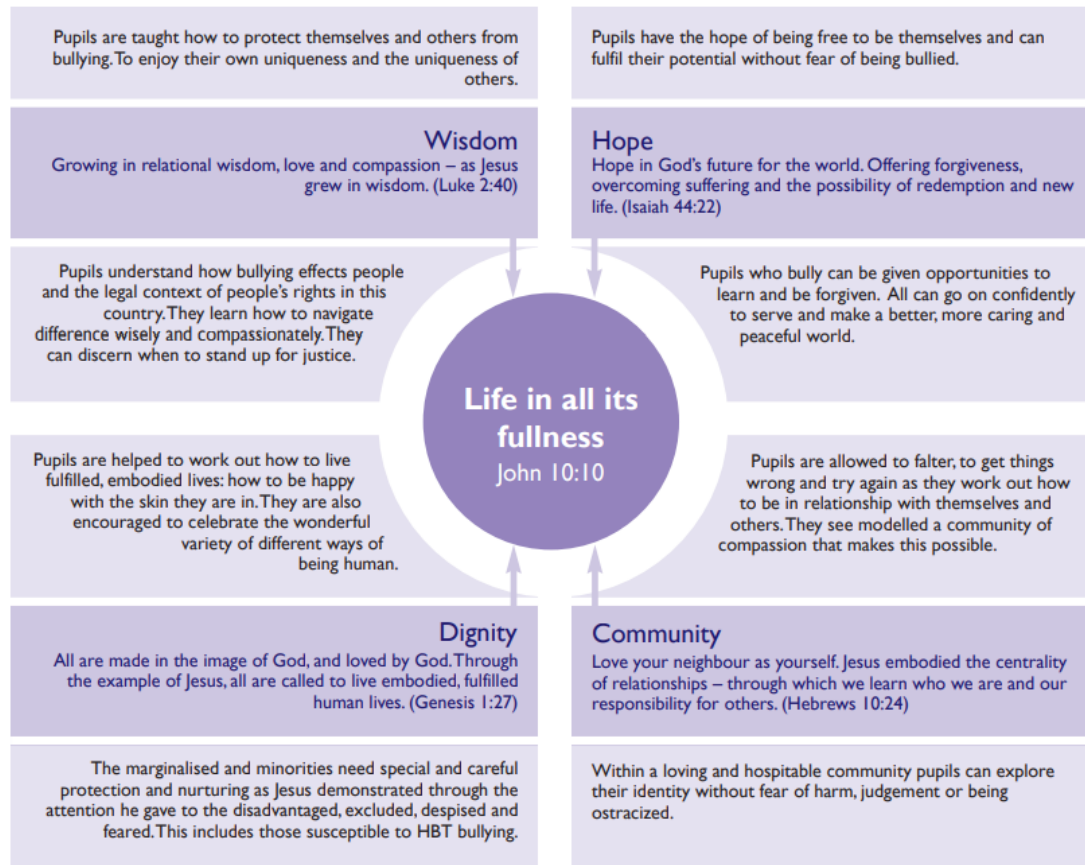
School Vision

At St Mary’s we believe in a culture where:

- *Everyone is special, unique and valued: diversity and difference are celebrated. We are all God’s treasure.*
- *Education is holistic; spiritual and moral growth is nurtured.
Life in all its fullness – John 10:10.*
- *Inspirational and reflective worship enables all in the school community to encounter the risen Christ.*
- *Wisdom, knowledge and skills are a focus in everything.*
- *Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.*
- *Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do. I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.*
- *Creativity and joy in learning is valued.*
- *The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.*
- *A community of global citizens of God is created through social action – on local, national and global levels.*

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

How can *Valuing All God's Children* be seen through the lens of the *Church of England Vision for Education*?



Valuing all God's children – update 2019 pg.10

We aim:

To encourage high standards of behaviour, which promote **respect** for people and property, and develop patterns of behaviour that are suitable throughout life. Within school, these standards will contribute to effective learning and to a harmonious learning environment.

This policy aims to help children develop in a **safe** and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Bullying will not be tolerated at St Mary's. Sanctions dealing with incidents of bullying are detailed within the policy including Homophobic, Biphobic or Transphobic bullying.

Christian values

Christian values underpin every aspect of community life and work. These values are rooted in the teaching of Jesus Christ.

'So in everything, do to others what you would have them do to you, for this sums up Law and the Prophets.' Gospel of Matthew. Ch 7,

At St Mary's Church of England Primary School we will actively promote the development of pupils' spiritual, moral, social and cultural awareness, fostering attitudes of tolerance and respect which ensures every member of the school community feels important and valued. In school, we celebrate and promote our Christian and British Values.

Through the behaviour and anti bullying policy we focus upon: Trust, Friendship, Compassion, Forgiveness and Justice.

Behaviour Principles

- All members of the school community should show **respect** for one another
- All members of the school community are **ready** to learn and good behaviour and positive attitudes should always be acknowledged and rewarded
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including preventative planning and ongoing risk assessment
- Sanctions for unacceptable behaviour should always be applied fairly and consistently to ensure all members of the school community are **safe**.
- Staff will always consider a holistic approach to meeting pupil needs, including effective teaching and learning, physical, pastoral and emotional care and through partnerships with other agencies
- All members of the school community are entitled to learn in a **safe** and secure environment
- Pupils should behave to consistent expectations in the areas in which they work
- All school staff should model positive behaviour and promote the active development of pupils' social and emotional development and behavioural skills

We hope to achieve these aims through the following objectives:

1. Improve and maintain standards, through increased self-discipline of all members of the school community.

This will be achieved in the following ways:

From staff

- Being role models for pupil behaviour.
- Have a high standard of pupil expectations in all aspects of work.
- Providing opportunities for discussion of acceptable norms.
- Demonstrating in their relationships with the children that each individual, their efforts and achievements are valued and respected.

- Valuing children’s achievements and efforts by ensuring that work is celebrated.

From children

- Being made aware of the expectation at St Mary’s, within school and the wider community.
 - Be **READY** to learn
 - Show **RESPECT**
 - Be **SAFE** always
- This will be achieved through discussion opportunities and day to day interaction.
- Being encouraged to develop self-discipline by showing good table manners; being polite and courteous in all aspects of school life; having consideration for others and reflecting on the results of their actions; being open and honest when confronted with their actions.
- Being encouraged to value their own efforts by presenting work to their own highest possible standards.

2. The implementation of a system of rewards.

Children will be rewarded in the following ways:

- Use of stickers, stampers, certificates and postcards to reward positive contributions of all kinds.
- The Dojo system in EYFS /KS1 and house system for rewarding positive contributions of all kinds.
- Praise and public acclaim – within class, in collective worship and on Class Dojo for notable success.
- Sharing success – acknowledging good work produced within school, extracurricular achievements and leisure activities at school in collective worship.
- Star of the Week - Class teachers name a ‘Star of the Week’ for an overall, impressive achievement in a particular week.
- Fabulous File Award – Each week Class teachers will choose one child linked to that week's focused subject to share their work in a celebration tea party.
- Lunchtime Awards – These are selected by the Lunchtime Supervisors.
- Monitors and roles of responsibility– conferring posts of responsibility or allowing specially agreed activities to take place.

3. To create an atmosphere of respect and trust.

From adults

- Open discussion of any areas of concern will be encouraged amongst all adults within the school.
- There is always regular liaison between midday assistants and teaching staff. Regular meetings take place between the Head Teacher, Senior Leadership Team (SLT) and all school staff to deliver feedback relating to behavioural issues and recent development in behaviour management initiatives.

Between adults and children

- Children will be encouraged to discuss their concerns with staff, initially the class teacher, although other members of the teaching staff will be available if preferred. Bearing in mind child protection guidelines, these discussions will take place in confidence, respected by all parties.
- Children will be given opportunities to be placed in positions of trust and will be expected to take on appropriate responsibilities.

Between children and children

- Pupils will be expected to empathise with other points of view during discussion situations in PSHCE (personal, social, health and citizenship education) and through reflecting on the messages from assemblies and acts of worship. Worship themes are linked to the SEAL (Social and Emotional Aspects of Learning), Rochester Diocese Collective Worship materials and Christian Values.
- They will be encouraged to respect the feelings of others and to respond appropriately.

Children and property

- Children will be taught to take care of school property and that of others.
- Children will be expected to behave as expected in this policy during school trips, visits and sporting competitions.

4. Commitment to a Home School agreement with parents to assist us in achieving our aims by their interest and support.

This will be achieved by:

- Creating an atmosphere in which parents feel confident in approaching the school with any areas of concern and dealing with these worries at the earliest opportunity.
- Providing occasions for regular verbal and written reporting on pupil achievement and behaviour.
- Ensuring that if a child's standards of behaviour or performance are not good, parents are invited to discuss the matter at the earliest opportunity which is appropriate.
- Expecting parental support in upholding any remedial action which may need to be taken.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and Governors will work towards the school's aims by:

- Fostering and promoting good relationships and a sense of belonging to the school community
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Helping to develop strategies to eliminate undesirable behaviours both inside and outside the classroom, and applying these consistently
- Working as a team, supporting and encouraging one another
- Caring for, and taking a pride in, the school's environment
- Rejecting all forms of bullying and harassment

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Recognising all children and adults as individuals and respecting their rights, values and beliefs
- Recognising that actions outside of the school environment e.g. cyberbullying, aggressive, anti-social behaviour can have a detrimental impact upon the school community during.
- Share and display our Christian values in our behaviour, attitude and all we say and do.

The Leadership Team

The Governors, Headteacher, Senior and Phase Leaders work towards the aims of the school by:

- Taking a lead in the establishment of a true school ethos
- Monitoring and reviewing behaviour throughout the school
- Evaluating the success of this policy and ensuring that necessary revisions are made
- Recording and reporting incidents of serious misconduct
- Provision of opportunities for training, sharing of best practice and discussion regarding the policy.
- Provision of pastoral care for school staff accused of misconduct

It is the role and responsibility of the Governing Body to support the Leadership Team both by overseeing and modelling good governance to ensure the Christian values and ethos of the school are demonstrated and made visible in all aspects of behaviour and welfare amongst all those associated with the school in any way. (September 2023)

The Teachers and other designated adults

Teachers and other designated adults work towards the aims of the school by:

- Adhering to the Teacher code of conduct and professional standards
- Recognising and praising appropriate behaviour
- Asserting their right to an orderly classroom
- Explaining to the children what constitutes acceptable behaviour
- Explaining that there are choices to be made with behaviour
- Providing opportunities for children to discuss appropriate behaviour
- Taking quick, firm action to prevent one child inhibiting another's progress
- Ensuring that a thorough investigation is carried out before any sanctions are applied
- Working collaboratively with a shared philosophy and commonality of practice
- Engaging in training, sharing of best practice and discussion relating to behaviour management and this policy
- Implementing of the policy and any other actions following training, sharing of best practice and staff discussion

As staff it is our role and responsibility to work in partnership with parents and carers to uphold the shared Christian values and school's ethos and behaviour expectations in all aspects of school life as set out in this policy. (SMPS Staff - September 2023)

Pupils

Pupils work towards the aims of the school by:

- Contributing to the development of the Code of Behaviour for the school (see appendix A and C)
- Conducting themselves in an orderly manner in line with this code
- Taking an increasing responsibility for self-discipline
- Recognising that they have a choice as to how they behave
- Accepting responsibility for their behavior

As pupils of St Mary's, we promise to treat others with equality and respect. We will work as a team and individually to achieve our goals with resilience and hope. We promise to follow the school rules and model good behaviour to others.

(School Council 2023)

Parents

Parents work towards the aims of the school by:

- Providing support for the discipline within the school and for the teacher's role
- Participating in discussions concerning behavioural issues shown by their child
- Ensuring early contact with the school to discuss matters which affect a child's happiness, behaviour and progress
- Accepting responsibility for the behaviour of their children at all times

As parents and carers we act as role models for the children. We work in partnership with the school to promote our shared Christian values, ethos and behaviour expectations, not only in school but at home and within the wider community.

(St Mary's Parent Partnership Group, May 2022)

Strategies for promoting desirable behaviour include:

- Staff acting as role models
- Staff offering regular praise and encouragement
- Appreciation and acknowledgement of pupils who act as role models
- Focusing on a group or individuals who are behaving well
- Collaborative work within and across classes to help develop good relationships
- Issuing house points/Dojos to reward positive behaviour
- Individual certificates to recognise good behaviour / Star of the Week
- Praise postcards sent home via the post
- Whole class 'thank you' to reward good behaviour
- Recognition of an individual's sustained good behaviour
- The provision of a curriculum designed to stretch and engage each child
- House team end of term reward from classteacher or Headteacher
- Provision of pastoral support e.g. peer / staff / external agency

See Appendix A – Code of Conduct

Strategies for eliminating undesirable behaviour include all of the above plus:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all teaching and non-teaching staff
- Support for undesirable behaviour as outlined in the code of conduct
- Conscientious supervision of pupils at all times and the development of deliberate strategies to make the supervision of a large group (especially when on the move) as efficient as possible.
- Rapid response to incidents of bullying, racial, homophobic or sexual harassment, all of which must be reported to the Headteacher or the Senior Leadership Team – these will be logged and reported at Termly Governors’ Meetings
- A readiness to tackle persistent behaviour problems through the procedures for Special Educational Needs within the school
- Fixed period exclusions may be used when deemed appropriate by the Headteacher (Deputy Head in the absence of the Headteacher).
- Permanent exclusions will be used as a final resort in consultation with the Discipline Committee of the Governing Body.
- Both categories of exclusion will be implemented after having due regard for the exclusion guidance, although recognising that the guidance is guidance and not law.
- With both categories of exclusion, individual circumstances will be considered. A pupil’s previous disciplinary record will be looked at before making final decisions.

See Appendix B

Strategies for dealing with behaviour that poses a safety issue towards a pupil, other pupils and/or staff and visitors.

- De-escalation strategies will be used to attempt to diffuse potential volatile situations.
- The use of manual handling and restraining may be required and will be used in situations that require the physical restraint of a pupil. This is a last resort.
- Staff will investigate and escalate issues (if required) that arise from online bullying or actions that may place another individual at risk e.g. to MARAT, Police, CAMHS or behaviour support

Staff will adopt the strategies deemed necessary to each individual situation and the relevant assessment of risk will be undertaken before the use of manual handling.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

2) **Power to search without consent** for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and any other banned items from school.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Any actions undertaken will be in line with the school’s Safeguarding and Special Educational Needs Policies, where applicable.

Pupils’ conduct outside the school gates – teachers’ powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving (non-criminal bad behaviour and bullying) outside of the school premises “to such an extent as is reasonable” and in line with the details within this policy.

Subject to this behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

Procedure for recording incidents of unacceptable behaviour:

At St. Mary's we are proud of our high standards of behaviour. However, should an instance of unacceptable behaviour from a pupil arise the following action will be taken:

- Verbal reminders of expectations.
- Discussion between the teacher and pupil/s involved regarding the unacceptable nature of their behaviour with an opportunity to reflect.
- Parental involvement
- Incidents of unacceptable behaviour are recorded by the appropriate member/s of staff via the school's electronic reporting system on Edaware.
- Specific details of the behaviour are recorded and an agreed plan of action is determined by the teacher and pupil.
- Should the unacceptable behaviour of a pupil become persistent or repeated, further details of incidents will be recorded and the parents of the child will be invited into school to discuss pupil progress with the class teacher/ Phase Leader/Deputy Headteacher or the Headteacher at an agreed time.
- The action to be taken after investigating instances of unacceptable behaviour in school is based on the sound professional judgement of each individual member of staff

As part of the policy St Mary's does not accept any form of bullying and consider it unacceptable behaviour. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one has the right to bully another person, and no-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

We aim:

- To provide a welcoming, caring environment where positive relationships are based on respect and tolerance.
- To develop strong self-esteem in each child.
- To promote spiritual growth within a school family based on Christian principles and to promote Christian values within each child.
- To create strong links between home/school/parish, with an emphasis upon a sense of decency, self-reliance, responsibility and respect for others.
- To promote an ethos within which children feel confident to report incidents of bullying.

St. Mary's supports the right of each child to be educated in a safe environment where they can learn in a supportive and secure environment.

At St Mary's CE Primary School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our behaviour and anti-bullying policy. We are a **TELLING** school. This means that anyone

who knows that bullying is happening is expected to tell the staff. All staff are dedicated to this cause and regard bullying as a serious breach of our behaviour code. Firm action will always be taken against any bullying.

What Is Bullying?

The children were all asked this question and the school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by one person or a group of people towards other people. It is repeated over time and on purpose (STOP – Several Times On Purpose). Bullying is not acceptable behaviour and can result in worry, fear, pain, sadness, loneliness and distress to the victim/s. Definition derived from class contributions – September 23

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Racist** racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual** unwanted physical contact or sexually abusive or sexist comments
- **Homophobic / biphobic or transphobic** because of/or focusing on the issue of sexuality
- **Online/cyber** setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the **odd occasion** of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents but will do so in accordance with the school's policy.

At St Mary's CE Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on public transport
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Highlight safe routes to school for our pupils
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school Premises

Why is it important to respond to bullying?

Bullying hurts. It has a damaging and harmful impact on the lives of thousands of children and young people each year. Bullying can affect children's ability to learn, their relationships and their enjoyment of life. No-one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Objectives:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know the school policy on bullying and follow it when bullying is reported.
- All pupils should know what the school policy is on bullying and what they should do if bullying occurs
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on their usual form of public transport
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has monies continually "lost"

- has unexplained cuts or bruises
- comes home hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Procedures for Managing incidents of bullying:

- Report bullying incidents to staff.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- In cases of serious bullying, the incidents will be recorded on the appropriate form.
- In serious cases parents of both parties should be informed. If their child is being bullied or is bullying, it is important that they are involved.

What can pupils do if they are being bullied?

Wherever they are in school, our pupils have the right to feel safe. Nobody has the right to make them feel unhappy. If someone is bullying them, it is important to remember that it is not their fault and there are people who can help. The following are strategies that pupils are encouraged to use:

- Try not to let the bully know that he/she is making the victim feel upset.
- Try to ignore the bully.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as possible.
- Tell someone they can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If they are scared, ask a friend to go with them when they tell someone.
- When they tell an adult about the bullying give as many facts as possible (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when they tell someone
- Keep on speaking out until someone listens and helps them.
- Never be afraid to do something about it and quick.
- Don't suffer in silence. • Don't blame themselves for what is happening.
- Call a helpline.

What can pupils do if they see someone else being bullied?

(The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways a bystander can help without putting themselves in danger.

Some of the strategies that are suggested to pupils are listed below: • Don't smile or laugh at the situation.

- Don't rush over and take the bully on.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If they can, let the bully know they do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that they are going to get help.
- Tell a member of staff as soon as they can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone they trust about what to do.
- Call a helpline for some advice.

Bullying of children with Special Educational Needs

St Mary's CE Primary School is an inclusive school. We aim to provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

Everyone involved in the school is very aware that pupils with additional needs can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at St Mary's CE Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) feel(s) safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of serious bullying, the incidents will be recorded by staff on the standard Incident Report Sheet. All reports will be kept in a file in the Headteacher's office.

13. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.

14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

15. Bullying incidents will be discussed regularly at staff meetings.

16. If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

The following sanctions may be used (See Code of Conduct):

The children have also discussed this question in their classes and some of the sanctions they suggested are included in the list below:

- Apologise to the victim(s) verbally or in writing
- Lose privileges e.g. being a monitor or playleader
- Lose playtimes (stay with class teacher to complete work about friendships and bullying)
- Spend playtimes and lunchtimes with an adult
- Have playtime or lunch in a different area in the school
- Consider how the victim feels and talk about how people can be kind to each other

A restorative approach will always be the first port of call for resolving any incidents. Exclusions of any type are a final resort and all other avenues of action will have been explored. The Headteacher (and in the absence of the Headteacher, the deputy Headteacher) is the only member of staff who has the authority to issue an exclusion of any type. See Appendix B for further details.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking questionnaires and surveys which include references to bullying issues
- Making national anti-bullying week a high profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSCE (Personal, Health, Social and Citizenship Education) scheme of work with focused circle time on bullying issues.
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties, where appropriate
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and
- Prominently displaying anti-bullying posters produced by the children around the school
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising anti-bullying training for all staff

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be monitored and evaluated. Following any review, any amendments will be made to the policy and everyone informed.

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)		www.ace-ed.org.uk
Anti-bully		www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullyingNetwork		www.antibullying.net
Beatbullying		www.beatbullying.org.uk
Bully Free Zone		www.bullyfreezone.co.uk
Bullying Online		www.bullying.co.uk
BBC		www.bbc.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk
NSPCC		www.nspcc.org.uk
Parentline Plus		www.parentlineplus.org.uk
The Children's Legal Centre		www.childrenslegalcentre.com
The Office of the Children's Commissioner		www.childrenscommissioner.org.uk

Building on the school's existing policies:

The following documents include clear guidelines on what constitutes acceptable/unacceptable behaviour towards other people:-

- School's Mission Statement
- Equal Opportunities Policy
- Classroom Code of Conduct

The Anti-bullying initiatives reflect the principles contained in these documents.

St Mary's CE welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, transgender (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity). These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act

1998. The duties to promote equality in relation to sexuality, transgender and gender identity are relatively new to many in our community. This policy is provided to support the school community in moving forward to fulfil these duties.

Guiding principles

In fulfilling the legal obligations we are guided by the following principles:

Principle 1: All learners and other members of the school community are of equal value.

All members of our community have the right to feel safe and valued. It should be understood that there are lesbian, gay and bisexual, transgender people and those who experience gender dysphoria in every community including, every cultural and religious group. The leadership of all faith communities in Britain confirm that they do not condone or encourage homophobia or transphobia.

Principle 2: We recognise and respect difference.

We must take account of differences and provide a welcoming and inclusive community for all, including in relation to sexual orientation and gender identity. Lesbian, gay, bisexual and transgender people are welcome as employees, governors, parents, visitors and pupils in our school community.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote: • positive attitudes towards diversity including with regard to sexual orientation and gender identity • positive interaction and good relations between different groups and individuals in an absence of prejudice-related bullying and incidents, including specifically homophobia, transphobia and the stereotyping of gender behaviours.

Principle 4: We aim to reduce and remove inequalities and barriers that already exist We will challenge all instances of homophobic/biphobi/transphobic bullying or derogatory language and work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity. The senior leadership and governing body will monitor progress towards equality in relation to sexuality and gender identity. No-one within our community has the right to discriminate against any other member of the school community.

Roles and Responsibilities

All members of staff are expected to:

- promote a fully inclusive ethos in the classroom, curriculum and playground in which different families are represented
- teach pupils that it is unacceptable to be hurtful or negative about any aspects of sexuality and gender
- deal with any prejudice-related incidents that may occur
- teach and support pupils to respect and understand diversity

'Everyone has the right to feel safe, secure and confident in school. Bullying is behaviour which undermines this. We want to foster an environment where children feel they can approach adults and will be listened to. We will have a clear understanding of what bullying is and be watchful for it. Any incidents of bullying will be dealt with quickly, fairly and inclusively'.

St Mary's staff

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The governing body has a watching brief regarding:-

- the implementation of this policy in relation to staffing, employment and recruitment practices, well-being and whistle blowing.
- the implementation of this policy in relation to the school site, visitors, and the learning environment.
- the implementation of this policy in relation to the curriculum, the barriers to learning for vulnerable groups and any incident trends.

'Bullying is unacceptable. The governors will: support the Head Teacher and the staff in the implementation of this policy; be fully informed on matters concerning anti-bullying; regularly monitor incident reports and actions taken; and review of the effectiveness of this policy'.

Personnel and Pupil Welfare Committee

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on grounds of sexuality or gender identity, including supporting the school to prevent the use of derogatory language and any forms of social exclusion.

'As parents and carers, we will nurture our children to be kind, caring and considerate young people; fostering the school's Christian Values. We will support the school's anti-bullying policy and maintain open communication Links with the school in terms of reporting, information sharing and resolution'.

Parent Partnership Group

This policy will not determine outcomes but will offer guidance and may need to be adapted to meet the additional specific needs of an individual pupil.

The Policy will be reviewed annually and will be publicised on the school website in accordance with statutory requirements. Contributions to the policy made by: Teaching staff, Pupil School Council, Parent Partnership Group and Governing Body.

Policy written by: Deborah Holding

Ratified by Pupil, Personnel and Welfare Committee – October 2023

Review date – Summer 2025

The following documents include clear guidelines on what constitutes acceptable/unacceptable behaviour towards other people:-

School’s Mission Statement

Equal Opportunities Policy

Classroom Expectations

DFE - Behaviour and discipline in schools - Advice for headteachers and school staff October 2022

DFE - Behaviour and discipline in schools – Guidance for Governing Bodies

DFE - Searching, screening and confiscation in schools – July 2023

DFE – Equality Act 2010 – June 2018

DFE – Use of reasonable force in schools – July 2013

St Mary’s CE Primary School – Child Protection and Safeguarding Policy

St Mary’s CE Primary School – Special Educational Needs Policy

St Mary’s CE Primary School – Manual Handling (Incl. People Handling) Policy

Appendix A – Code of Conduct

St Mary’s Expectations	Rewards
Be READY to learn Show RESPECT Be SAFE always	Praise and Encouragement Sharing success Dojos House Points Stickers Star of the Week Lunchtime Awards

	Certificates Fabulous File Award
Low Level Misbehaviour	Support
Lack of concentration/focus on work Ignoring instructions/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Running/being noisy on the corridor Intentional dropping of litter Distracting others during class time (including making noises or by actions) Inappropriate undirected language Refusal to work Refusal to follow instructions/co-operate Persistent invading of personal space Rough play Lack of effort with presentation Deliberately provoking others Deliberate unkindness to others	1 st Verbal reminder 2 nd Verbal reminder Final verbal reminder Support after final reminder Minimum of 15 minutes reflection time in the classroom (with their work) sitting in a defined 'Thinking' space or time to reflect with the adult about their misbehaviour during breaktime. If the behaviour continues move to work in another class for 30 mins/remainder of the session. Record on EdAware and inform parent 2 incidents per half term and a meeting with parents should be arranged with class teacher, SENDCO and Phase Leader/Head to arrange a behaviour support plan.
Serious Misbehaviour	Support (Incident recorded on EdAware)
Physical or verbal aggression directed towards an adult or pupil Intentional Vandalism Spitting Stealing Consistent refusal to work Consistent refusal to follow instructions Intimidating others Leaving the classroom without permission	Class teacher to inform Phase Leader which will result in the following: Work out of classroom for a full session or half a day. Parents MUST also be informed by telephone call or face to face meeting at the end of the day. 2 incidents per half term and a meeting with parents should be arranged with class teacher, SENDCO and Phase Leader/Head to arrange a behaviour support plan.
Most Serious Misbehaviours	Support (Must be recorded on EdAware)
Use of object/weapons to hurt others/property. Racism/homophobic language Swearing Bullying - face to face or online Sexual harassment, gender based bullying and sexual violence Child on child abuse	Immediate SLT (Head or Deputy if Head not available) and contact with parents/carers and face to face meeting that day. 2 incidents per half term and a meeting with parents should be arranged with class teacher, SENDCO and Head to arrange a behaviour support plan.

Leaving the building/premises without permission Not following instructions which leads to an unsafe situation	<i>At this level the behaviour displayed may result in an internal/fix term exclusion or permanent exclusion.</i> When you return to class the adult will not discuss the incident with you and you are expected to refocus on your work immediately.
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Support offered outside of the classroom	
Nursery	Refection Area within Nursery
Reception	Miss Willis – Year 1
Year 1	Mrs Williams/Mrs Jones - Year 2
Year 2	Mrs Casey/ Mrs Whittaker – Year 3
Year 3	Mrs Hazelwood – Year 4
Year 4	Mr Percival – Year 5
Year 5	Mrs Lowe/Mrs Rowland - Year 6
Year 6	Y5/6 Workroom
EYFS Phase Leader	Mrs Reger
KS1 Phase Leader	Miss Willis
KS2 Phase Leader	Mr Percival
SLT Headteacher/Deputy Headteacher	Mrs Holding/Mr Percival

Microscripts

Consistent scripts to be used across school when dealing with behavioural incidents - calmness is crucial.

<u>Praise and positive reminders</u>

I like how you are being safe by showing fantastic walking...	Superb sitting, you're showing me you are ready to learn...
Beautiful manners...it's lovely to see you being respectful .	I like how you have listened to and built on their answer.
I like the way you are showing respect by listening carefully.	I can see you are ready to learn by giving me eye contact
.....1 st reminder, good sitting, thank you	Show me you are ready , focused learning, thank you
Show me how you can be safe , kind hands, thank you	Show me how you can be respectful by listening to others, thank you
..... 2 nd reminder, make a good choice...	Remember the rule about letting others get on with their work? Back to work now thank you.
'Do you remember yesterday/last week when you helped me tidy up/led the group/gave me that excellent homework? That is the person I know, that is the xxxxxx I need to see today. Thank you.'	Remember mum's face when she got the note? That is the person I know, that is the xxxxxx I need to see today. Thank you.'
You're not being safe...can you show me...	How do you think that makesfeel?
What would be a good choice?	

How can we make this a better day?	'You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen...I'll leave you to make your decision.' (Walk away at this point. Can be used alongside timer).
Stop, ...you're not being safe/respectful	Everyone has the right to learn, you have not shown respect
That language deeply offensive and isn't showing respect .	Everyone has the right to feel safe , you have not shown this by....
You have not kept yourself safe by leaving the classroom/building	

The Restorative Five

To be used after a behaviour incident, when calm has been restored and reflection time allowed. Should be delivered in an informal and friendly way.

(Select up to 5)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?

St Mary's Expectations

1	<p>Are you READY to learn?</p> <ul style="list-style-type: none"> ✓ Come to school on time ✓ Learning bodies ✓ Listening ears ✓ Watching eyes ✓ Follow instructions the first time ✓ Start work straight away
2	<p>Show RESPECT</p> <ul style="list-style-type: none"> ✓ Greet everyone politely ✓ Love one another and treat everyone equally ✓ Pick up after ourselves and others ✓ Look after property ✓ Work hard in lessons ✓ Win gracefully ✓ Hold doors open and use good manners
3	<p>Keep everyone SAFE</p> <ul style="list-style-type: none"> ✓ Move calmly around the school and outside ✓ Use play equipment properly ✓ Kind hands and feet ✓ Tell an adult if something is wrong ✓ Play only in the places that are allowed ✓ Use technology responsibly ✓ Think of others and make St Mary's a safe place for all of us

Appendix B

Exclusions

Exclusions fall into two categories:

- Fixed period exclusions
- Permanent exclusions

Only the Headteacher, or the Deputy Headteacher in the absence of the Headteacher, can exclude in either categories.

The decision to exclude a pupil is a serious one and one that is not taken lightly. In both cases, the decision to exclude will only be taken in response to serious breaches of the schools' behaviour policy and/or allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher will be the first person to raise the possibility of exclusion. Staff will not use the possibility of exclusion as a threat to a pupil.

A one-off offence will not normally lead to permanent exclusion. However, in exceptional circumstances, it may be appropriate to exclude permanently for a first of one-off offence.

Serious and persistent breaches of the school's behaviour and discipline policy will lead to disciplinary measures, including either fixed period or permanent exclusion, being considered i.e:

- Persistent and defiant misbehaviour, including bullying
- Malicious allegations made against members of staff

Examples of exceptional circumstances whereby permanent exclusion might be considered for first or one-off offences might include the following (although not an exhaustive list):

- Serious or persistent actual or threatened violence against another pupil or member of staff
- Carrying an offensive weapon i.e. anything that can be used to cause harm to another person
- Sexual assault, including the touching of someone over their clothes without consent
- Possession and/or supply of illegal drugs

Exclusions of any kind will not be imposed in the heat of the moment unless there is an immediate threat to the safety of others or the pupil concerned.

Before deciding on exclusion as a course of action, the Headteacher (or Acting Headteacher) will:

- Ensure that a thorough investigation is carried out (although the Headteacher does not have to be the person to carry out the investigation)
- Consider all the evidence available to support the allegations, taking into account the school's policy
- Allow and encourage the pupil to give their version of events
- Check whether the incident may have been provoked e.g. by bullying or harassment
- Consult with others if necessary but not with anyone who may have a role in reviewing the Headteacher's decision

- Keep a written record of the actions taken including copies of written records made by other members of staff as well as any interview with the pupil.
- Look at the pupil's previous disciplinary record.
- Where an incident involves a pupil with a disability that is known to the school, investigate whether the alleged incident is a result of the known disability, whether another pupil without the disability would be excluded for the same reason and whether reasonable adjustments had been made for the pupil with the known disability.

On completion of the above, if it is more probable than not that the pupil did what they are alleged to have done (rather than 'beyond reasonable doubt') and that no breach of the Disability Discrimination Act is present, the Headteacher may decide to exclude the pupil.

Where more than one pupil is involved in the same incident, resulting actions may differ for each child once previous disciplinary records are taken into consideration.

Alternatives to exclusions

As part of the process of considering the exclusion of a pupil, the following might be considered as an alternative:

- Restorative justice i.e. replacing damaged property
- Mediation
- Internal exclusion
- Parent contracts

Exclusions will not be used for minor incidents such as a failure to bring dinner money in, poor academic performance, lateness, truancy, breaches of school uniform rules (except where these are persistent and in open defiance of these rules and where all other avenues for resolving the uniform dispute have been exhausted).

Exclusions will not be used to punish pupils for the behaviour of their parents unless the behaviour of the parent is a factor affecting the behaviour of the pupil.

Behaviour outside school on school trips and at sporting events are subject to the school's behaviour and discipline policy. Other circumstances outside school that could lead to disciplinary action being taken include travelling on school buses and the sending of text messages and/or emails. These circumstances will be dealt with as if they had taken place in school.

Behaviour outside school, not on school business, where there is a link between that behaviour and maintaining good behaviour and discipline among the pupils of the school, will be dealt with and could lead to exclusion.

Parents will be notified of any decision to exclude in accordance with statutory requirements and local and national guidance, where appropriate.

Appendix C – Pupil version of the policy – designed by the School Council 2023

SHOW RESPECT

Always be polite

love and equality

Look after property

Use your manners please

kindness and caring

Work hard in lessons

Win or lose gracefully

Respect

Iqra
Elsie Y3

Keep everyone **SAFE**

Use equipment properly

2) Tell an adult if something is wrong

3) Keep all chair legs on the floor

4) Use technology responsibly

5) Keep hands to your self

6) Think of others

...and make a safe space

Thank you please

Yeah, yeah?

Yeah, that's right

Cool!

Awww

responsibly

ST MARY'S

Welcome to St. Mary's

These are our school expectations

As pupils of St Mary's we promise to treat others with equality and respect. We will work as a team and individually to achieve our goals with resilience and hope. We promise to follow the school rules and model good behaviour to others.

Aurelia year 1

Charlie Y4

School council

Expectations

Are you **READY** to learn?

Get to school on time

Lexi and Darcy Y2

Listening ears

Be Kind!!

Watching eyes

Start Work Straight Away

Don't forget to try your best

Start Now!

PHONICS

CAT
HAT
BAT

OF course!

SURE!

Okay!