



'To give all the opportunity to be who God created them to be and have fullness of life'

Behaviour Policy

Reviewed:	Spring 2026
Next review:	Spring 2027
Person in charge:	Headteacher
Governance:	Chair of LGB

Pastoral Care/Spiritual Development

We place the pastoral care of pupils, staff and families at the heart of how we work. This informs our policy framework. The quality of relationships between all members of school staff, pupils and stakeholders, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring.

In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

In the none Church schools in our Trust, we follow the spiritual ethos of treating others as we would ask to be treated and to care for others with kindness and respect.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community, which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel values of love and care. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the high standards expected.

It is from this premise that both respect and care will pervade all aspects of life at Northern Lights Learning Trust. A desire for everyone to flourish, knowing that everyone reflects God’s image is pivotal in all of our schools, including our Church schools. This will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

Introduction

The ethos of the school is driven by our Christian vision and associated values. The role of the school goes beyond simply maintaining order, important as that is. We play a vital part in promoting the spiritual, cultural, moral, social, mental, emotional and physical development of children. It is important that we assist children to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the impact that they can have on the community around them. In all of our behaviours, we ask ourselves... *are you demonstrating our school values of service, friendship and trust, compassion and thankfulness?*

We believe a partnership between home and school is vital in ensuring that we provide the very best education, environment and example for each child. Teachers and adults in school along with parents have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals. All staff in school commit and engage with our commitment to unconditional positive regard for every child.

People involved in policy formation:

- Headteacher
- Assistant Head Teacher and SENDCo
- NLLT Board
- Staff
- Pupils
- Local Governing Body

This policy should be read in conjunction with the following policies:

- Home School Agreement
- Safeguarding Policy
- Acceptable Use Policy
- SEND Policy
- Equality Objectives Statement
- Accessibility Plan

Statement of intent

St Peter's Elwick C of E Primary school is a caring, happy and safe community where everyone is treated with kindness and respect, and diversity is celebrated. We believe that our school key values of **friendship and trust, compassion, service and thankfulness** – together with teaching that is tailored to meet the needs of our children and that engages them, creates a school where learning behaviour is excellent and children develop good interpersonal skills which enable them to regulate their own behaviour in and around the school. This equips our pupils with the skills and knowledge they need to function as positive members of their community, both now and in the future.

Every member of our community has the right to be respected and the right to be an individual. We believe that children learn best when they are clear about the expectations of how they should behave and why. We believe that all our children should be free to play and learn without fear of being upset, being hurt or restricted unreasonably by anyone else. We believe that our pupils should be taught to articulate their feelings and actions.

We recognise, that for some pupils, variance on these procedures will be necessary in order to meet their specific social, emotional, learning or medical needs. They may require a personalised approach.

Establishing and maintaining strong, positive relationships between pupils, staff and parents where everyone is valued and respected, forms the basis of our approach towards behaviour. All adults

who enter our school are expected to model positive and respectful behaviour between themselves and with children.

We understand that behaviour conveys an underlying need or message. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.

Aims:

At St. Peter's Elwick CofE Primary School, we aim:

- To provide a safe and secure environment for pupils and staff where everyone feels listened to and cared for, where the concerns of each individual are valued.
- To have clear expectations of behaviour where procedures are clearly defined for dealing with distressed behaviour.
- To provide children with the opportunity to explore and learn independently from their choices and learn to care for and to respect themselves, each other, and the environment.
- To ensure a culture where bullying will not be tolerated and there are clear procedures to deal with all forms of bullying and provide support where needed.

Legislation and Statutory Guidance

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools \(until March 31st 2026\)](#)
- [Restrictive interventions, including the use of reasonable force, in schools \(from 1st April 2026\)](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Roles and Responsibilities

Our behaviour blueprint clearly outlines our behaviour policy in a one-page document (See Appendix 3), setting out 'St Peter's Elwick C of E Primary school way...' and this is shared with all adult stakeholders: staff, parents and Governors.

The Role of all Staff

Here, at St. Peter's Elwick CofE we believe that adult behaviour can be a contributing driver when incidents occur. With this in mind, we expect to see the following behaviours from all staff:

- Be **Calm**
- Be **Clear**
- Be **Confident**
- Be **Consistent**
- Be **Compassionate**

Consistent, calm, adult behaviour – Adults should remain calm consistently, modelling emotional restraint even in the face of disrespect. All adults have equal responsibility to tackle any concerns relating to behaviour consistently and fairly following the school behaviour policy, referring to our school values of '**Friendship and Trust, Compassion, Service and Thankfulness**' continuously throughout the day when describing desirable and undesirable behaviours.

Highlighting and modelling desired behaviour – Adults will give visible recognition and attention to desirable behaviours in the spirit of positive reinforcement. Adults will foster and promote good relationships and a sense of belonging to the school community. This starts with meeting and greeting every child on a morning. Adults will enable children to take increasing responsibility for their own learning and conduct.

Agreed Routines – Consistency lies in the behaviour of adults, agreed rituals and routines should be consistently reinforced in all areas of the school. Adults will offer equal opportunities in all aspects of school life and recognise the importance of individuals and respecting their rights, values and beliefs.

Positive Intervention – All adults will plan lessons that engage, challenge and meet the needs of all learners and use visible recognition throughout every lesson to gain the impact of minimal low-level behaviour. All adults will take quick action to prevent one child inhibiting another's progress. Where behaviour interventions are required, these should be scripted using an agreed language so that they are delivered consistently and fairly. All adults will teach children to be tolerant through everyday curriculum and take immediate steps to eradicate any intolerance towards racist, religious or homophobic prejudice.

Restorative follow-up - The school has chosen a behaviour policy built on a relational approach in order to develop greater "pupil voice" and a greater self-responsibility for managing behaviour. We believe this will give our children the language and self-confidence to challenge whatever behaviour is deemed unacceptable. (See 'restorative conversations' for further details).

The Role of the Headteacher and Senior Leaders:

- Taking a lead in the establishment of a positive school ethos.
- Taking responsibility for ensuring staff are aware of and acknowledge the importance of the link between well matched work, a well organised classroom, a variety of teaching styles, an attractive working environment and appropriate behaviour.
- Supporting staff and children in developing and maintaining positive behaviour.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Reporting incidents of serious misconduct.
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- The headteacher will familiarise all new staff and volunteers with the school's behaviour policy and systems for behaviour.
- Use behaviour data (recorded on CPOMS and in behaviour logs) alongside attendance data, pupil, staff and parent voice to monitor behaviour policy and practice periodically throughout the year.
- Regularly review provision for learners and offer appropriate training.

The Role of Parents/ Carers

- Ensuring that children attend school punctually and regularly
- To be aware of the school rules and expectations
- To support the school in the implementation of this policy
- To make children aware of appropriate behaviour in all situations
- To show an interest in all that their child does in school, offering encouragement and praise to their children
- Ensuring early contact with school to discuss matters which affects their child's happiness, progress and behaviour
- To foster good relationships with the school, speaking to the school directly regarding any concerns rather than via social media
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Challenging children's negative perceptions about individuals, particularly those marginalised
- Developing their child so that they are intolerant to religious, racist and homophobic bullying
- Protecting children from risky behaviour linked to the internet, through social media websites or games such as the Xbox, by challenging their own children and the behaviour of others
- Modelling exceptional personal behaviour on social media sites, causing no offence or harm to others within Northern Lights Learning Trust and beyond.
- Informing school of any changes in circumstances that may affect their child's behaviour

Children's responsibilities are:

- Attending school regularly
- To work to the best of their abilities and allow others to do the same
- To treat others with respect, displaying considerate behaviour towards all individuals despite race, religion or sexual orientation
- To take responsibility for their own actions and develop a language with which they can articulate their feelings and that of others in order to resolve conflict by negotiation and forgiveness.
- To have a positive attitude and demonstrate our school values in all areas of school life
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To be safe
- To take greater responsibility for challenging behaviour which they see and which is unacceptable
- To actively display high standards of behaviour including, on the internet.

Role of the Local Governing Body

The Local Governing Body of St Peter's Elwick CofE Primary School is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

Promoting Positive Behaviours

At St Peter's Elwick C of E Primary school, we expect and assure extremely high standards of behaviour and attitudes to learning. Praise and rewards are given for this. These include:

- Verbal praise.
- Daily 'Best Seat in The House' rewards positive behaviours and attitudes of an identified pupil and changes daily. Children will be given a clear reason as to why they have been selected to enforce positive behaviours.
- Team points (see below).

- Positive phone calls home.
- 'Best, Best Seat of the week' is celebrated in whole school celebration, providing an example for other pupils to follow.
- Weekly Celebration awards; Star of the Week, Golden Quill, Maths Award and St Peter's Key. All teachers nominate pupils for these. Our Children are praised in front of the school and given a special certificate to take home to share with their family and on the newsletter.
- 'Headteacher Awards' are awarded to pupils who have demonstrated excellent values, effort or academic progress.
- Good News Note from a member of the Senior Leadership Team

Team Behaviour Points

When they join St Peter's Elwick C of E Primary school, each child will be allocated a 'team' in which they will stay for their whole time at St Peter's.

The system begins in the first term of Early Years with the children's book 'Have You Filled A Bucket Today?' by Carol McCloud <https://www.youtube.com/watch?v=3EuemNAo6XE> The premise of the story is that doing something kind and positive, fills yours and others' buckets and this leads to happiness. To reward positive behaviour, children use physical items (e.g. conkers, pom poms) to fill the buckets in their classroom.

Across the school day, children will be awarded a team point for demonstrating positive learning behaviours and attitudes, which may include, but are not exclusive to:

- A promptness, motivation and willingness to learn
- Cooperation within one another
- Concentration in lessons
- Independence in learning
- Engagement with a subject
- Level of work produced
- Valuing learning and resources
- Respectful of one another and the environment,
- Eagerness to progress

The premise of the 'Have You Filled A Bucket Today?' story is that by doing something kind and positive, fills yours and others' buckets and leads to happiness. Within this story, there is the mention of 'bucket dippers' but this is not part of the behaviour system and points WILL NOT be removed once awarded.

School is very clear that it is the behaviour which is rewarded. Pupils who demonstrate this behaviour are rewarded a Team Point. In EYFS, children physically put an object (pebble, pompom, conkers) in the bucket.

When each class team reaches 100 points, a reward is chosen by the class teacher. This will vary depending on the cohort e.g. lining up first for dinners, special activity during playtime, etc.

Unacceptable behaviour

St Peter's Elwick CofE Primary school follows the research-based Thrive Approach in attuning to and supporting behaviour. All adults will actively be empathetic and try to understand and validate children's feelings and emotions through the 'W.I.N. approach of I wonder... I imagine... I notice... 'I wonder if you are finding it hard not seeing your friends... I imagine that would make anyone feel sad... I noticed you looked unhappy about that...

Ultimately, the school aims to develop a positive climate of praise and encouragement supported by the school values of '**Friendship and Trust, Compassion, Service and Thankfulness**' However, we

recognise that when a pupil does not follow expected behaviour or rules, there is a staged approach to redirecting behaviour. Pupils are aware that they have choices to make and are encouraged to make the right choice, ultimately giving the child an opportunity to rectify their behaviour.

Stages of Response

Stage	Step	Action
1	Reminder	It is acknowledged that in most instances, gentle encouragement is all that is needed to redirect children to be back on task, this may be verbal or non-verbal. Staff will foster positive relationships to enable this to be effective.
2	Warning	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour, the impact on others and how it can be rectified, clearly outlining the consequences if they continue.
3	Time out in class / on the playground bench	Give the learner a chance to reflect away from others within the class or playground, giving them time to reset. The child should continue to complete their work during this time out. This is a further opportunity to attune to the needs of the child and support them in reframing this behaviour.
4	Time out of class / playground with an adult	Give the learner a chance to reflect away from others, giving them time to reset. The child should go to another space for 15 minutes. Staff will use their knowledge of the child to choose an activity that best supports them in this time.
5	Escalation	If after a child has had a time-out, behaviour does not improve, then the child should spend time with a member of SLT and the child's parents will be informed via telephone by the class teacher/SLT at the earliest opportunity.

These stages of response will be used in all areas of the school inclusive of the classroom, the dinner hall and the playground/field.

In line with the policy, parents/carers will be notified when there have been incidents of extreme behaviour, usually involving aggression, violence or total lack of cooperation. Contact with parents/carers is recorded on CPOMS. A violent act will be seen as any improper use of physical force that threatens the safety and well-being of others. Staff will work together with parents/carers to seek ways of supporting these pupils, which may include the involvement of outside agencies and the implementation of an individual behaviour plan.

If learning is continually and persistently disrupted over a significant period of time, then this would require a personalised approach linked to the needs of the child. For example, in some cases it may be necessary for a pupil may be temporarily removed from their own classroom and work in isolation in another classroom or in another area of school, supervised by a member of staff. This must be logged on CPOMS under Behaviour. Parents/carers would be informed if this was deemed a necessary measure.

The class teacher is the first point of contact for all parents/carers to discuss any issues related to behaviour. The Headteacher/ Assistant Headteachers will arrange to speak to parents/carers if there is an issue of a more serious nature that the school or parent/carer feel needs more in-depth discussion.

Restorative Conversations

At St Peter's Elwick C of E Primary school, we believe that restorative conversations reinforce positive behaviour rather than punitive sanctions.

Following a period of time out, either in another space with an adult or with a member of the SLT, the adult must make time to have a restorative conversation with the child. This will allow the adult to understand and validate the child's emotions and feelings while allowing the child to also reflect on their

behaviours and to take responsibility for their actions as well help them to understand how to make positive choices in the future. Staff are trained in the use of these conversations.

Inclusion

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

The Equality Act 2010 requires schools to ensure children are treated fairly and to make reasonable adjustments to ensure that all children can access their education. These protections apply equally to policies on behaviour.

As an inclusive school, we understand that for some children following our behaviour expectations is beyond their developmental level, and we are committed to taking reasonable steps to ensure the inclusion of a child with challenging behaviour (Section 9.92, SEND Code of Practice, 2015). In this case, these children will have access to a personalised approach in addressing their needs through the creation of bespoke positive behaviour support plans, which are linked intrinsically to the whole school values and THRIVE approach. These plans will be written by the SENDCo and in partnership with parents and, where appropriate, other outside agencies. Should children's behaviours improve enough for them to be removed from their personalised behaviour plans, they will be re-introduced to the whole school expectations. This will be done in a supportive way and will be monitored to ensure that it is effective.

As part of our duties, we will endeavour to identify any triggers, although we recognise that this may not always be possible and will put support in place in order to prevent these, for example movement breaks for a child who finds it difficult to sit still. Any preventative measures we take will consider the specific need of the individual child in question.

Rather than isolating children who may struggle to regulate their behaviours, we have provided children with a 'calm space' in which they can separate themselves from their peers in a calming, quiet space until they have regulated their senses and are ready to reintegrate themselves back into the classroom environment. This separation space is not used as a sanction.

As a school, we have designated staff who have been suitably trained to support children who may be struggling with their behaviour. This support may come in the following forms:

- Working with a Thrive practitioner on activities to develop the child's social and emotional wellbeing.
- Taking part in the 'Marvellous Me' intervention where children are encouraged to see themselves as an individual and what is special and important about them.

- Receiving bereavement support from a trained staff member (Jo & Mya Education Project).

Suspension, Exclusion & Managed Moves

Please see the Northern Lights Learning Trust Exclusion Policy. St Peter's Elwick C of E Primary school views exclusion as a last resort and will avoid this wherever possible.

Pupil Transition

Children are introduced to our behavioural expectations at the earliest opportunity when they either start our nursery provision or when they start our school mid-phase. At the start of each academic year, all children are reminded of our school values and expectations periodically throughout the year. Should a child require a individual behaviour plan, they will be re-integrated onto the whole-school expectations = as soon as it is deemed suitable to do so. (See 'Inclusion' below).

In order to ensure a smooth transition between schools, either as an in-year transfer or when a child is transitioning to secondary school, we will work in partnership with the new school to ensure that any behavioural needs and individual strategies are communicated at the earliest opportunity.

Restrictive intervention, including the use of reasonable force

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe (Restrictive interventions, including use of reasonable force, in schools, DfE 2026). A number of staff are trained in restrictive intervention strategies, including skills to help them to defuse and de-escalate situations. These alternative strategies will be used in preference to physical interventions. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Where physical intervention is required, the Headteacher is informed and records are completed by the members of staff involved and post-incident support offered. Parents/carers will be informed.

Banned Items

The DfE Searching, Screening and Confiscation Advice (July 2022) identifies prohibited items such as:

- knives and weapons;
- alcohol; illegal drugs;
- stolen items;
- any article that the 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 to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

The Headteacher has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. Searches can only be carried out by a member of staff who has been authorised to do so by the Headteacher or by the Headteacher themselves.

Mobile phones are not allowed in school, but we appreciate that for some older children who walk home alone, they may be deemed necessary. Any child who needs to bring a mobile phone for this purpose must deposit their phone at the school office for safe keeping each morning and collect it at the end of the day. If a child is known to have brought a phone into school but refuses to hand it in, then a phone call will be made to parents who will be asked to come to the school to remove the phone from the child.

Behaviour Outside of School Premises

In the event that non-criminal behaviour or bullying is witnessed by a staff member or is reported to school, the initial response will be to engage parents, explaining the alleged incident and investigating the circumstances. A joint decision will then be made in consultation with parents as to the best form of sanction, be it in school or at home. In order to promote positive behaviours outside of school, St Peter's Elwick C of E Primary school :

- Works closely in partnership with parents.
- Provides mentoring and coaching for individual children.
- Will adapt the school's PHSE curriculum to address behavioural issues, e.g. anti-social behaviour.
- Makes use of support from emergency service as appropriate, e.g. local PSCO, fire service etc.

School will work proactively with other agencies to provide the best possible support for individuals.

In the event of suspicion of criminal behaviour, facts regarding the incident will be established before a decision is made to inform the police. The initial investigations will be fully documented and recorded on CPOMs. Once the decision has been made to report the incident to the police, the DSL (or Deputy DSL in their absence) will take ownership of the incident, and a call will also be made to the CHUB as part of our safeguarding protocol.

Where online misbehaviour incidents occur outside of the school day, they will be treated in the same way as in offline incidents. In the first instance, parents will be contacted and, if appropriate, the incident will be investigated. A joint decision will then be made in consultation with parents as to the best form of sanction, be it in school or at home. In addition, school will provide additional PHSE and awareness building depending on the nature of the incident.

If the online behaviour involves any illegal activity, such as the sharing of indecent images, our safeguarding protocol will be brought into effect and the police and CHUB will be alerted.

Staff Induction, Development and Support

The Headteacher is responsible for ensuring that all staff understand the school's behavioural expectations and the importance of maintaining them. This will be delivered in the following ways:

- Revisiting the school's behaviour policy each September, or as and when any changes are made.
- Ensuring that any new staff are appropriately inducted in the school's behavioural expectations at the earliest opportunity.
- Providing any bespoke CPD in response to any specific need that may arise. This may or may not involve the use of external agencies depending on the specific nature of the required CPD and the behaviours involved.
- Ensuring that all staff have at least the yearly statutory safeguarding training.
- Ensuring that there are designated staff who are appropriately trained to deliver interventions which support children's mental health and well-being.
- Ensuring that there are designated staff who are trained to use reasonable force as a last resort in the form of physical restraint training.
- Ensuring that members of staff are Thrive trained so that they are well equipped to support children's mental health and wellbeing.
- Providing regular training throughout the school year in order to ensure that staff understand how to make the school environment inclusive.

Child-On-Child Abuse

At St Peter's Elwick C of E Primary school, we are committed to the prevention, early identification and appropriate management of child-on-child abuse. We hold the ethos of 'it could happen here' and all staff are aware that it is everyone's responsibility.

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to their Designated Safeguarding Lead (or Deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and act so that all children understand that any concerns regarding their welfare and safety will be taken seriously. Please see the Safeguarding Policy for more information.

Dealing with incidents of sexual harassment and violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Dealing with incidents of bullying:

St Peter's Elwick CofE Primary has zero tolerance with incidents regarded to be bullying.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

This statement is shared with the pupils:

"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. When bullying is identified these things may happen frequently and it may be difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying." (Sheffield Project)

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Sometimes bullying may occur when there is discrimination. This will not be tolerated by anyone within the school and anyone who is connected to it.

Preventative Steps to Minimise Bullying

School has a Restorative Practice approach to all incidents when managing behaviour. This is to further support the identification of bullying and encourage pupils to take greater responsibility for their actions by understanding the impact of their behaviour on other pupils. This will increase pupil voice.

We aim to prevent bullying behaviour by:

- Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;
- Imparting respect for one another in all our relationships and understanding how the other party feels;
- Setting out our expectations about the way pupils should behave towards each other; Making children fully aware of the range of sanctions that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;

Raising awareness of bullying through:

- Discussions and stories in worship.
- Implementation of the curriculum, (eg PSHE, RHE, RE, E Safety, Class Novels)
- Drama to help children understand the effects of bullying.
- Recognising the nature of bullying: the intentional repetition of incidents to cause distress.

- Managing carefully those occasions and places where bullying is more likely to happen.
- Class rules devised annually in September giving clear codes of behaviour for all children – regularly addressed throughout the year.
- Development of outdoor provision to ensure children are active.
- Encouraging a positive relationship between school and home so that parents/carers are encouraged to discuss and share problems;
- Tackling speedily and sensitively with victim and perpetrator any incidents that might escalate into bullying.
- Assembly themes, values, learning powers, Courageous Advocacy Progression Strand and Right Respecting Schools
- External agency visits (Harbour, NSPCC, Show Racism the Red Card, Anne Frank Ambassadors)
- Clear representation around school of Rights, Rules, Rewards, Consequences, - negotiated by children and staff

Ensure staff are informed through:

- Providing Professional Development for all staff e.g. Restorative Justice,
- Ensure communication channels are open re. pupils, all staff
- Ensure all staff are aware of any particular 'situation' to be monitored
- Review &/or revise break/lunch time arrangements re. supervision as necessary

Ensure communication with families through:

- School provides opportunities for parents/carers to speak to staff regarding bullying concerns e.g. a school staff member and 'meets and greets' pupils and parents each morning on the school yard; parents/carers can make an appointment to speak to class teacher; parents/carers are invited to comment on bullying in the school annually through a parent questionnaire.
- Any parent commenting on bullying through the questionnaire will be contacted by the Headteacher for further discussion if the questionnaire is not anonymous
- Annual Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct opportunities for parents/carers to attend workshops sessions on cyber bullying

When dealing with incidents of bullying:

- The member of staff who is first approached &/or observe an incident must deal with situation immediately & seeks advice from other staff (class teacher, Assistant Headteacher, Headteacher) if required
- Health and Safety of pupils and staff is immediate priority when first dealing with incidents
- Incidents are to be treated fairly with an open mind during initial discussion
- All incidents to be reported - as above, at end of break/lunch time &/or close of day recorded on class behaviour sheets /CPOMS and Designated Safeguarding Lead, Assistant Headteacher and Headteacher informed

The following information must be recorded:

- child/children bullied
- child/children who are bullying
- nature of incident ie. verbal, physical
- brief outline of incident
- action taken
- if parents/carers informed*

N.B. Individual records should be based upon fact and not speculation. Please make sure details are placed on both children's files.

* The decision to inform parents/carers should be taken after discussion with the Headteacher and/or Assistant Headteacher, as appropriate.

Consequences for bullying:

Should an incident of bullying occur then one or more of the following steps will be put in action:

- Discussion with victim and perpetrator separately to establish the details of the incidents;
- Discussion with any other pupils or school staff as necessary to establish events;

- Inform parents/carers as necessary
- Offer counselling or follow up work for both victim and perpetrator;
- When dealing with an incident the consequence for the perpetrator should be clear alongside a detailed discussion of the consequence of their actions. It should reflect the severity of the incident.
- A consequence(s) for the perpetrator is at the discretion of the school and may include e.g. first verbal warning, second verbal warning, missed supervised playtimes, withdrawal of privileges, temporary withdrawal from activity/classroom, clubs and school representation, behaviour meeting with Assistant Headteacher, behaviour meeting with the Headteacher, meeting and review meeting with parent, restorative conference with all parties and parents/carers.
- No parents/carers are involved in the consequence decision making process.
- Apology expected from the perpetrator to the victim, in line with our school values.
- Information regarding the problem to be passed to any appropriate parties.
- Involvement of any outside agencies necessary, for example, Educational Psychologist; in extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Governing Body.

Parents

At St Peter's Elwick C of E Primary school, we are fully committed to promoting good relationships, active involvement and strong partnership with all parents. Information around a child's behaviour is shared with parents in a number of ways:

- Informal discussions between teacher and parents
- Meetings arranged if required with class teacher/ Senior Leadership if necessary
- Reporting behaviour at parental consultations
- If pupils require a behaviour support plan parents will be involved at all stages

Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases, parents/carers will always be informed of their child's behaviour and sanctions applied. The Headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Suitable support for the mental health and safeguarding of the child will be provided. If a malicious accusation has been made against a member of staff, the headteacher and the Local Governing body will ensure suitable pastoral care is provided.

Monitoring Behaviour

The Headteacher will monitor the effectiveness of this behaviour policy on a termly basis, to assure it is implemented effectively and fairly, reviewing it annually. Methods used to monitor could include:

- Lesson observations and learning walks
- The progress of pupil learning
- Pupil books should show high levels of presentation and pride in learning
- Behaviour logs
- Behaviour entries on CPOMs
- Pupil, staff and parental questionnaires
- The number of Awards and Certificates achieved by pupils;
- The number of recorded incidents of behaviour/bullying/sexual harassment
- The number of recorded incidents of a racist and or homophobic nature
- Termly review of the number of incidents recorded, to evaluate effectiveness of policy
- Information collected from the monitoring process and from any feedback about
- The policy should be used to review and update the school's anti-bullying approach.

In particular, the visible and verbal consistencies of the behaviour policy will be monitored with personal follow-ups with appropriate members of staff.

Governors

The Headteacher will report back to the Local Governing Body regarding the effectiveness of the behaviour policy.

Appendix – School Value Principles

Principles

Our School Behaviours Curriculum defines key habits and routines that we expect as a minimum from our defined behaviours of **Friendship and Trust, Compassion, Service and Thankfulness**. These expectations must be consistently implemented, modelled and reinforced by all members of staff in order to promote high expectations of behaviour. (See Appendix 2)

The foundations of our behaviour principles are built on our school values:

Friendship and trust

Friendship is an undisputed value in our society, with children often spending more time with their friends than with family. The barriers between people are broken down in a loving community and do not work when others refuse to *recognise that all are included in a community of friendship*.

Friends are not afraid to tell each other the truth and a friend's loving criticism is worth more than the empty compliments of someone who does not really care for you. Teaching in the Bible recognise that friendship is not easy and at times needs deliberate effort.

Trust, feeling comfortable in each other's company, being able to share joys and sorrows are all features of friendship and these are things of immense value. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. As a small, rural school, St Peter's Elwick C of E recognises that by working in successful, open and honest partnerships (friendships) with others we grow and flourish.

Compassion

'Compassion' and 'sympathy' have much in common and both are stronger in meaning than simply 'feeling sorry for' someone. The words have their roots in the idea of 'suffering with' someone, putting yourself in someone else's shoes and experiencing what they experience. This leads to a desire to act, to do something. We teach our pupils that it is not to be patronizing. It is not about 'doing good' from a position of strength or 'remembering those less fortunate than ourselves'. Compassion requires an act of imagination and humility to share in the lives of others, the recognition of injustice and the courage to act.

Service

Words relating to 'servant' and 'service' are central in Christian theology. Some of the most important prophecies in Isaiah speak of the coming of the 'Servant of the Lord' and his role as a 'suffering servant.' That is why Jesus said that he 'came not to be served, but to serve, and to give his life as a ransom for many.' Jesus washed the feet of his disciples at the Last Supper. This turned upside down the normal relationship between master and disciple, leader and follower. In many ways, this astonishing action symbolizes the essence of the Incarnation: God stooping to share the human condition. Jesus is very clear about the meaning of his action: 'Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done.' Serving God means serving others, not to gain an advantage for ourselves but in recognition that it is in service that we become truly free.

At St Peter's Elwick C of E Primary school, we recognise that the original purpose of the Church school was to serve all children of the parish and to enable them to flourish and we aim to strive to continue this original purpose.

Thankfulness

Thankfulness is an approach that we want our pupils to have to all aspects of life. We encourage our pupils to approach life as a gift and not as a right. We encourage pupils and adults to appreciate and express gratitude towards others and the natural world and demonstrate these thanks through praise to God, stewardship for his creation and care towards others.

The children of St. Peter's are offered a range of experience both in school and, for some, at home too. We value thankfulness as we are not entitled to any of these experiences and recognise that they may not be available for all in our society and in our world. We believe thankfulness is the habit of the successful and want our children to have the ability to see the positive in situations and give hope.