POLICY

For

Behaviour and Bullying

September 2019	**September 2022**	**November 2025**
September 2020	**September 2023**	
April 2021	**September 2024**	
September 2021	**September 2025**	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

- Article 3 The best interests of the child must be a top priority in all actions concerning children.
- Article 12: Every child has the right to say what they think should happen and have their views listened to.
- Article 19 Children must be protected from all forms of violence, abuse, neglect and mistreatment.
- Article 28 Every child has the right to an education**.**
- Article 29: Every child has the right to be the best they can.
- Article 31: Every child has the right to relax and play.

Introduction

We believe that **all** members of our school community should be valued, respected and treated as an individual, in accordance with our school vision.

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." John Wesley

Central to this aim is the expectation that the children of Bourne Abbey, Bourne Elsea Park Church of England Primary Academies and Colsterworth Church of England Primary School will display high standards of behaviour and treat other people as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our Academy Trust has a mission to help each child to fulfil their potential in all aspects of their personhood – physical, academic, social, cultural, moral and spiritual.

In our Academy Trust it is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Trust's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and recognises our Trust's legal duties under the Equality act 2010. Abbey Academies Trust offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

Abbey Academies Trust (AAT) is committed to safeguarding our pupils. We believe that all pupils should feel safe, confident and keen to succeed in a learning environment that is free from behavioural distractions and disturbances – a learning environment that promotes, supports and celebrates an 'I CAN' ethos, in which all pupils can strive towards their aspirations.

Our 3 'Rs'

We believe that these 3 simple guidelines help us all to lead a happy and fulfilled life at our schools, providing opportunities for our pupils to explore and express their character:

- **Respect and take care of ourselves**
- **Respect and take care of others**
- **Respect and take care of our environment and the world in which we live**

There are clear guidelines for behaviour; how we learn to work and play in school is set out in the School Behaviour Grid- Rewards and Sanctions, which can be found on our school websites.

DfE and The Church of England Education Office guidelines, including the DfE document 'Behaviour in Schools', have been taken into consideration in the formulation of this policy and it is formulated in response to a number of practices in school, namely; PSHE, UNICEF UK Rights Respecting School, Jenny Moseley's model of Golden Time/Quality Circle Time and the Character Education Framework. It also is based on the philosophy of Bill Rogers and the 'Crying for Help -No Blame Approach to Bullying'. Positive reinforcement of desirable behaviour, Reward Time and Circle Time form a basis for the positive behaviour management system within our academies. It has been reviewed through a process of consultation between members of the school community including teaching and non-teaching staff, parents/carers, governors and pupils. It is reviewed annually.

If a pupil brings an offensive weapon into school or onto the school grounds, including folding pocket knives, bb guns, or uses an object offensively with the intention of causing physical harm to another member of the school, this will be viewed as a serious breach of our behaviour policy and is likely to lead to a permanent exclusion, in accordance with the DFE Guidance. (See our Suspensions and Exclusions Policy.) Furthermore, children are not permitted to bring recording devices e.g. watches into school. Years 5 and 6 must hand mobile phones to their class teacher upon arrival.

Purpose of the Policy

The Behaviour Policy should be read in conjunction with the Policy for Teaching, Learning and Curriculum and the Equality Policy as, together, these establish the general ethos of the school. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn to their potential and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable. Teachers can also discipline pupils for misbehaviour outside school. This could include any misbehaviour, including that online, when the child is in some way identifiable as a pupil at the school, poses a threat to another pupil or member of the public, could have repercussions for the orderly running of the school or could adversely affect the reputation of the school. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online will affect the school culture as outlined above and may be sanctioned accordingly if deemed appropriate.

In the DfE 'Preventing and tackling bullying' guidance, July 2017, it is clearly stated that 'School staff members have the power to discipline pupils for misbehaving outside the school premises. Where bullying outside the school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under lawful control of school staff, for instance on a school trip.'

Rationale

The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. **Our policy is based on an overwhelmingly positive approach towards managing behaviour**. A major part of our policy is based on the emphasis of incentives and when required, to apply the use of agreed sanctions. Forgiveness also plays an important part in our behavior systems within school, stemming from one of our integral Christian Values. Our school community is often reminded of the story of Zacchaeus the tax collector to help us further understand Jesus's teaching linked to forgiveness.

Aims

Our AAT aims state that we will:

- ☺ Provide an environment where learning is enjoyable
- ☺ Care for and value everyone in the school community
- ☺ Provide a safe, secure environment where everyone is respectful to each other
- ☺ Encourage children to share the responsibility for their own education
- ☺ Promote good relations with others at school and in the community
- ☺ Help each individual to discover and develop new skills and abilities
- ☺ Help pupils to develop lively and inquiring minds, to question and argue rationally and to apply their knowledge to new situations
- ☺ Encourage children to be moral, self-disciplined, hardworking and caring
- ☺ Provide challenge and support to achieve high standards
- ☺ To make the best use of our environment and cultural heritage by enabling children to benefit from educational visits

Objectives

To meet these aims through our Behaviour and Bullying Policy we have set the following objectives.

- ☺ All members of the school community will be involved in implementing the Behaviour and Bullying Policy

☺ Staff and children will behave towards each other with mutual respect, consideration and tolerance
☺ We will celebrate positive behaviour with a system of rewards
☺ The school will involve parents/carers at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred

UNICEF Class Charters/School Charters

We do not have school 'rules', we have Charters, e.g. Classroom, Lunchtime, Playground. These are a collaboration between children and adults in age and ability - appropriate ways, to agree the behaviours for a rights - respecting classroom/school area; in line with being a UNICEF Rights Respecting School. These become a real and meaningful guide to action on a day-to-day basis and develop a sense of ownership of the children's behaviour and learning. They signify a shared enterprise and act as the 'social glue' which binds everyone together.

Procedures

FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY:

- Regular meetings of representatives of teaching and non-teaching staff to review behaviour issues
- Behaviour is a standard item at Trust Board and Local Governing Body meetings

FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS/CARERS:
NB (These may need to be by phone or carried out virtually)

- Regular informal contact with teachers who are accessible to parents/carers before and after school
- Good communication channels including termly newsletters from school
- Termly parents' evenings
- A programme of open days, productions and fund-raising events
- An induction programme for children entering Nursery and Foundation Stage
- A booklet for new parents/carers which outlines the school's behaviour policy and explains the parents'/carers' role in this to compliment the Home/School Agreement
- Welcoming parents/carers into the classroom, both on a regular basis (to offer support with reading, for example) and for the occasional demonstration or discussion and adult education, as part of the school programme
- Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.
- A clear policy for children with special needs
- A homework which parents/carers are encouraged to involve themselves with
- Reading diary which parents/carers are encouraged to comment on

FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR:

- A student council of pupils and staff representatives.
- The development of a programme of Health Education which includes work on relationships and feelings.

- Mental Health First Aiders to support children's mental health and well-being and a Senior Mental Health Lead who oversee the provision in place
- A programme of Religious Education which includes ethical and moral issues (see RE policy).
- Discussion as part of our comprehensive PSHE and RSE curriculum
- Discussion of Class Charters to begin the school year by each class at the beginning of the Autumn term and constantly referred to and reflected on throughout the year
- Opportunities in assemblies/collective worships for a variety of issues to be aired

FOR PROMOTING DESIRABLE BEHAVIOUR:

- Staff acting as role models and developing strong relationships with pupils
- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum designed to stretch and engage each child
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of the children who act as positive role models
- Collaborative work within classes and across year groups which develop good relationships
- The school reward system
- Celebrating successes
- A framework for consistent approaches and practices
- A framework to locate and consider individual responses and reduce the sense of isolation for individual teachers, non-teaching staff and children

FOR PREVENTING POOR BEHAVIOUR:

- Positive relationships with pupils
- Understanding and knowledge of pupils needs and strategies that best support them
- Regular communication with parents
- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all teaching and non-teaching staff.
- A schedule of sanctions for undesirable behaviour
- Conscientious supervision of pupils at all times
- Rapid and stringent response to incidents of bullying and racial or sexual harassment
- Helping children to come to terms with personal and social differences, which may hinder their success at school
- A readiness to tackle persistent behavioural problems through the special needs procedure (see SEND and Inclusion Policy)

FOR PROMOTING CARE OF THE PHYSICAL ENVIRONMENT: -

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self-esteem
- Where appropriate, the involvement of children, parents/carers, trustees, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment
- A variety of security measures
- The work of the caretaker/site manager whose constant presence deters intruders and who is able to respond rapidly to rectify any damage

- If there has been damage to property as a direct result of their child's misbehaviour., the school may ask parents/carers to pay for this

Points to note:

- *Children who regularly find lunchtimes difficult will be supported by the provision of a quiet room which is supervised by a member of staff, access to the sensory room if appropriate or enhanced supervision with a member of staff if appropriate.*
- *Where the class teacher sees fit to keep a child in class during lunchtime it is THEIR responsibility to supervise that child*
- *The chain of command is to be bypassed ONLY in the instance of SEVERE BEHAVIOUR INCIDENTS (see below)*

Sometimes, despite school led interventions, some children require additional support and a personalised approach to modify their behaviour. This decision will be made in conjunction with their family, SLT and relevant outside agencies. The SENCO will ensure that referrals are made to the appropriate outside agencies to ensure advice and support mechanisms are identified and put into place for the child in school and if necessary within the family setting. These will involve, for example, classroom observations, meetings with parents/carers, taking views of the child, discussion of strategies with the class teacher/ leaders and monitoring the progress of the intervention. A small number of children may require substantial additional support. A small minority of children may continue to present challenging behaviour, despite the support identified. A risk assessment and behaviour management plan may be implemented to ensure all staff are aware of the needs of the pupil and how best to manage their behaviour. A Pastoral Support Programme/Behaviour Plan with identified targets for improvement is put in place, when a child is in danger of fixed term suspension or permanent exclusion. The Lincolnshire Ladder of Behaviour Intervention is followed to support pupils all the way through this process. If a child continues to present difficulties, then the need for alternative provision is considered.

Methods for recording breaches of behaviour

All year groups at Bourne Elsea Park, Colsterworth and Bourne Abbey will keep a log book, in which to record serious or persistent breaches of the behaviour codes and the steps taken to address these issues. For specific individuals, where there is a history of repeated behaviour breaches, which places pupils, staff and environment at risk an 'ABC' form must be completed following each incident giving a detailed outline

The Head teacher/Head of School/Senior Leadership Team will also keep a record of all actions taken with regard to serious or persistent breaches of the behaviour code.

Lunchtime Arrangements

Rewards;

MDSAs will have green cards upon which to write the name and class of children who have been seen to be making good behaviour choices. The green cards will be placed into the Finer Diner box in the hall. A number of these green cards will be drawn at random and the children will win a small prize. Further green cards may be drawn to decide who will be the "finer diners" that week.

Sanctions;

MDSAs will each have a notebook (provided by school) in which to write down the names and class of children who have been seen to make poor behaviour choices (with a brief explanation). The purpose of this is so that these can be discussed with the class teacher in the first instance to work as a team in supporting behaviour at lunchtimes. If children's names appear again this may be escalated to the year leader or SLT as appropriate.

Consistent Personalised Approach Pathway

- Discussion between parents/carers and the school to create a personalised behaviour plan to support
- Review of Behavioural plan/ Pastoral Support Programme and involvement of BOSS (Behavioural Outreach Support Service) where necessary
- Work alongside BOSS and implementation of their BIP (Behaviour Improvement Plan)
- Referral to an Intervention placement and working with PRT (Pupil Reintegration Team)
- Re-integration back into the school

In some cases, if the reintegration back into the school is not successful or the pupil's behaviour is so extreme that they require further support, the school - alongside the PRT - will look at applying for an EHCP (Education Health Care Plan).

If the pupil already has an EHCP in place then the same steps will be followed but the SEND Caseworker will be involved and an early annual review will be requested for the school to apply for a permanent alternative provision placement to be awarded.

Suspension and Exclusion

The following information will briefly outline the school's approach to exclusions within the statutory framework as defined in the DfE guidance document 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' 2024. Please also read this policy in conjunction with the Suspension and Exclusion Policy.

Suspension and Exclusion from School

1) Suspension

This is where a child is temporarily removed from the school.

- If the school decides this is their only option then Parents/ Carers must be told without delay, usually by phone then by letter. The letter must state the reason and the number of days that the child is to be suspended
- The school should set tasks (and provide feedback once these are completed) for the first five school days. Parents/Carers must ensure this work is done and sent to the school for feedback
- If the suspension is longer than five school days, arrangements must be made by the school for full-time education from the sixth school day
- Pupils can be removed for up to 45 school days in an academic year
- On the child's return, if not already in place, the CEO/Headteacher/Class teacher and SENCo will start the personalised approach pathway. If there is a Behaviour

Management Plan/PSP in place it will be reviewed to ensure any adaptations are agreed before the students return to the school

- If all other avenues have been exhausted and there is no further options and the breach of behaviour policy justifies a permanent exclusion (only because of previous violations), then it must be recorded as 'persistent misconduct' to accurately reflect this context for the decision

2) Permanent Exclusion

- A permanent exclusion means a pupil cannot return to the school and the school will write to Parent/Carers stating the reason for the exclusion
- The school will formally notify the Local Authority of the reasons for their decision
- The school must set and mark work for the first five academy days. The Parent/Carer must ensure this work is done and sent to the academy for marking
- From the sixth school day, the Local Authority must arrange full-time education for the child
- The school's governing body must meet within 15 academy days from the date of the permanent exclusion to review the Head Teacher's/CEO's decision. Parents/Carers and the child must be invited to attend
- There will, of course, always be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence

These may include instances (but this is not an exhaustive list) such as:

- A serious - actual or threatened - violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

This list is not exhaustive, the Head Teacher/CEO is responsible for making the decision for an immediate exclusion under exceptional circumstances and it is decided on a case-by-case basis.

For minor incidents a less extreme form of exclusion may also be considered: this may, for example, involve lunchtime inclusion or classroom exclusion, where a pupil learns away from their usual class. School staff would consult with parents but do not need to report this.

Success Criteria

Indications that this behaviour code is succeeding could include:

- A reduction in the number of reward time minutes/sessions removed
- A reduction in the number of incidents recorded in the behaviour logs
- A reduction in the number of 'ABCs' completed
- A reduction in the number of incidents referred to the HoS/Head Teacher and/or EHT
- Positive feedback from teachers, support staff, parents/carers and pupils
- Observation of positive behaviour in classrooms, corridors and playground
- Positive feedback from pupil, staff and parent/carer questionnaires

- Ofsted and SIAMs inspections

Responsibilities

Staff/Trustees/Governors: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher/HoS, EHT/CEO and Trustees/Governors have overall responsibility for ensuring positive behaviour.
Parents/Carers: Parents/carers have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. They must agree to support the school in actions it may take.
Please see our website for our Home School Agreement.
Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school.

Monitoring and review

The CEO/ Executive Head Teacher/ Head Teacher/ Head of School monitors the effectiveness of this policy on a regular basis and also report to the Board of Trustees and the Local Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
As already stated, logs of incidents are made at class teacher and year group level and by SLT as appropriate, including lunchtime incidents. A member of the SLT will also record incidents in which a child is sent to the Executive Head Teacher on account of poor behaviour.

The Executive Head Teacher/Head Teacher/ Head of School keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Trustees to monitor the rate of exclusions and to ensure the AAT policy is administered fairly and consistently. The Board of Trustees and the Local Governing Body will pay particular attention to matters of equality.

Bullying

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 deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who bully others need to learn different ways of behaving.

In our school, we acknowledge that bullying can happen from time to time – indeed it would be 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 bullying policy.

'Be kind to one another, tender-hearted, forgiving of one another, as God in Christ forgave you.' Ephesians 4:32

1) Objectives of this Policy

The AAT Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community; Student Council feedback, parent/carer, pupil and staff questionnaires, staff meetings, Ofsted and SIAMs inspections. Our Academy Trust will meet the legal requirement for all schools/academies to have a bullying policy in place. We will work closely with other professional agencies acknowledging our legal duties under the Equality Act 2010 and the SEND Code of Practice, September 2015.

2) Our school community:

- Discusses, monitors and reviews our bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the bullying policy
- Seeks to learn from good bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

3) Definition of bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**".

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

4) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying. (See DfE 'Sexual violence and sexual harassment between children in schools and colleges' September 2021)
- Cyber bullying.
- Child-on-Child Abuse (See our Child-on-Child Abuse Policy)

5) Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied.
Signs of a child who is experiencing bullying may include

- Distinct change in personality
- Sudden change in behaviour pattern
- Reluctance to leave adults

- Problems at home

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.

The class teacher will probably be the first person to identify a problem.
It is the professional duty of the class teacher to handle the child sensitively and discreetly.
The class teacher should:

- Take the incident or report seriously
- Reassure the victim offering positive advice and action
- Keep the victim fully involved in the progress of the investigation
- Offer future help/counselling

The class teacher should refer to colleagues, Senior Leaders or the Executive Head teacher/Head teacher depending on the severity of the bullying. It is important that written records should be kept at all times. Parents/carers should also be contacted and informed.

6) Preventing, identifying and responding to bullying

We will:

- ❖ Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- ❖ Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- ❖ Consider all opportunities for addressing bullying including through the curriculum, through PSHE, RSE, E-Safety, through peer support and the Student Council
- ❖ Train all staff including lunchtime staff and Peer Mediators to identify bullying and follow school policy and procedures on bullying
- ❖ Actively create "safe spaces" for vulnerable children and young people

7) Involvement of pupils

We will:

- ❖ Regularly canvas children and young people's views on the extent and nature of bullying
- ❖ Ensure pupils know how to express worries and anxieties about bullying. Strategies include: Worry box, Safe Hand, telling appropriate adults (such as teachers, TAs, MDSAs, parents/carers), Play Leaders, Peer Mediators, UNICEF Ambassadors, Student Council and Collective Worship Council members, confide in a friend or older pupil, parent feedback sheets following any bullying incidents. Reinforce message 'TELL' e.g. in PSHE, assemblies, Collective Worship (see timetables, planning and assembly/Collective Worship rota).
- ❖ Use of external experts to equip children with skills needed e.g. Jigsaw, NOS, and Local Authority e-safety updates and workshops, NSPCC etc.
- ❖ Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- ❖ Involve pupils in anti-bullying campaigns in schools
- ❖ Publicise the details of helplines and websites
- ❖ Offer support to pupils who have been bullied
- ❖ Work with pupils who have been bullying in order to address the problems they have

8) Liaison with parents and carers

We will:

- ❖ Ensure that parents/carers know whom to contact if they are worried about bullying
- ❖ Ensure parents/carers know about our complaints procedure and how to use it effectively
- ❖ Ensure parents/carers know where to access independent advice about bullying
- ❖ Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- ❖ We follow up any incident of bullying, both at the time and after a length of time has passed, to ensure the bullying has not reoccurred and to seek feedback regarding how school has handled the bullying situation

9) Support for staff who are bullied

We make it clear that bullying staff, whether by pupils, parents/carers or colleagues, is unacceptable. Policies are in place to protect staff from bullying. The DfE have published a separate advice note which provides advice for Head Teachers and all schools on how to protect themselves from cyberbullying and how to tackle it if it happens.

10) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- ❖ Complaints policy
- ❖ Equality Policy
- ❖ Confidentiality Policy
- ❖ Internet Safety
- ❖ Suspension and Exclusion Policy
- ❖ Collective Worship Policy
- ❖ Staff handbook
- ❖ The teaching of Citizenship and PSHE
- ❖ SEND and Inclusion
- ❖ Child Protection Policy
- ❖ Teaching, Learning & Curriculum Policy
- ❖ Child-on-Child Abuse Policy

AAT's Child-on-child Abuse Policy refers to KCSIE September 2025.

11) Monitoring & review, policy into practice

We will review this policy annually as well as if incidents occur that suggest the need for review. The number and frequency of bullying incidents will demonstrate whether the policy is working or not. To ensure this policy is effective it will be monitored and evaluated through leadership (including trustees and governors), staff/leaders' meetings, questionnaires, student council.

The school uses the guidance by the DfE to inform its action planning to prevent and tackle bullying.

12) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Trustees and Governors to take a lead role in monitoring and reviewing this Policy.
- Trustees/Governors, CEO/EHT,HT, HoS, Senior Leaders, Teaching and Non-Teaching staff to be aware of this Policy and implement it accordingly.
- The CEO/Executive Headteacher/Head Teacher/Head of School to communicate the policy to the school community.

- Pupils to abide by the policy

Our school's approach to bullying

A definition of Bullying taken from the book 'Crying for Help – the No Blame Approach to Bullying' by George Robinson and Barbara Maines published by Lucky Duck Publishing.

"Bullying:

- Is social behaviour, often involving groups
- Takes place repeatedly, over time
- Involves an imbalance of power
- Meets the needs of those holding the power
- Causes harm to those who are powerless to stop it
- Can take many forms: verbal, physical, psychological"

Although a very rare occurrence at our school BULLYING IS TAKEN SERIOUSLY AND WILL NOT BE TOLERATED.

Prevention

We need to provide a safe environment for all.

We are aware of the problems which bullying causes and endeavour to support children and give them strategies for dealing with this. These strategies may take different forms according to the nature of the problem. Bullies often don't know the effect their behaviour can have on a victim but if they are told, their behaviour **can change.**

Our aim is to create a school environment where bullying is seen by all to be inappropriate (prevention). However, should it arise we need to give help to the bully and the victim. The primary focus is to change the behaviour of the bully and those who collude or stand by and do nothing. "By involving the peer group it is possible to enhance the emphatic responses of the healthy members of the group. This in turn has an effect on the behaviour of the bully, who no longer has the group's consent to behave in a bullying manner". (Taken from "No Blame Approach to Bullying").

One of the strategies which has been adopted by our school is the "No Blame Approach" which follows the procedure below:-

1. Talk to victim
2. Convene meeting with people concerned
3. Explain problem
4. Share responsibility
5. Ask group members for ideas
6. Decide next steps
7. Meet them again shortly afterwards to review

Another way is through our comprehensive PSHE programme, Jigsaw- a mindful approach to PSHE, which runs throughout school from the Foundation Stage to Year 6, teaching the children assertiveness skills and raising their awareness of situations in which bullying can occur.

Positive intervention can also stop bullying and educate those involved to the damage that bullying can do and the part they can play in prevention and support.

A further strategy is "Self-Resolution". Here, the children concerned (usually two) are given "time out" to talk through the problem, deliberately without adult help, and seek to come to a mutual understanding.

All bullying incidents will be recorded in the school's Behaviour Log. The EHT/HT/HoS is responsible for co-ordinating the recording system. This information will then be discussed at weekly staff meetings. Staff will follow the school behaviour guidelines.

Pupils that are found to have made malicious allegations against school staff are likely to have breached school behaviour policies. The school will follow the guidelines set out in the DfE document 'Dealing with Allegations of Abuse against Teachers and other Staff 2012' and would consider whether to apply an appropriate sanction, which could include temporary exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Health and Safety/Physical Intervention

We believe that everyone is entitled to feel safe.

To ensure the safety and well-being of pupils, staff and visitors it may be necessary to physically intervene if a pupil is likely to hurt themselves or others and the pupils have not responded to verbal requests to modify their behaviour. We also have a 'Physical Intervention Policy' which incorporates guidance from the DfE 2025 'Use of reasonable force. Advice for Head teachers, staff and Governing Bodies'.

There may be some occasions where it is deemed appropriate to remove a pupil, for serious disciplinary reasons, to spend a limited time out of the classroom at the instruction of a member of staff. Removal from the classroom is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal should be used for the following reasons:

a. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
b. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
c. to allow the pupil to regain calm in a safe space for an appropriate length of time as identified by the adults supporting the pupil

Parents and carers will always be informed if their child has been physically restrained. All persons involved will be given the opportunity to discuss how the incident arose, and how to avoid repetition. A log of any physical restraint will be made using the school restraint log form.

A training programme is in place to ensure all staff are given training in safe physical intervention led by Team Teach.

A copy of this policy is available on our school websites for all parents/carers to read. It is reviewed annually by all stake