

**Positive Relationships and
Behaviour Strategy**
Brookfield Primary School

Development

This Behaviour policy has been developed and written by the School Leadership Team.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy.

Guidance has been taken from key national documents including, but not exclusive to...

<https://www.devon.gov.uk/support-schools-settings/document/guidance-for-developing-relational-practice-and-policy/>

<https://tombennetttraining.co.uk/>

<https://www.walkthrus.co.uk/>

<https://educationendowmentfoundation.org.uk/>

How to Write an Outstanding Behaviour Policy Paul Dix – Pivotal Education

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996, The Education Act 2002
- The Equality Act 2010, The Equality Act 2019
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

Other School Policies

This policy is written in conjunction with the following school policies

Personal, social, health and economic education (PSHE)

Special Educational Needs and Disabilities (SEND) and Inclusion

English as an Additional Language Policy (EAL)

Mental Health and Wellbeing

Safeguarding

Anti-bullying

School Complaints Policy

British Values Statement

Online Safety Policy

Sharing of Policy

Consultation with the whole school has taken place through a range of formal and informal meetings.

The final policy has also been circulated to all staff and is available on the school's network and website.

Parents will have access to the policy via the school's website.

Monitor and Review

The school will monitor the impact of the policy using Logs of reported incidents, surveys, questionnaires of pupils/parents / carers / staff.

This policy is reviewed annually by the DRI for Behaviour at Brookfield- Katy Smith. Any changes made to this policy will be communicated to all members of staff.

Policy reviewed: November 2025 by Katy Smith and the Leadership Team. Next scheduled review: November 2026.

Roles and Responsibilities

Pupils:

- Their own behaviour both inside school and the wider community
- Reporting any unacceptable behaviour to a member of staff
- Working hard to improve their behaviour where needed

Staff:

- Adhering to this policy and ensuring that all pupils do too
- Prompting a supportive and high-quality learning environment, modelling high levels of behaviour

Headteacher:

- Establishing the standard of behaviour expected by pupils at the school
- Determining the school rules and any disciplinary sanctions
- The publishing and implementation of the Behaviour Policy and making it available to all members of the school community

Parents:

- The behaviour of their child(ren) inside and outside of school
- Supporting the school to manage the behaviour of their child(ren)
- Encouraging their child(ren) to behave well at school

Vision and Values

Our Relationships and Behaviour Strategy is underpinned by our WARM ethos, to ensure pupils are welcoming, always try their best, respectful to everyone and making the most of every moment.

We aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected.

We acknowledge that each child is at a different stage of social learning and that through our fair and consistent approach to supporting behaviour, we will create a productive learning environment where children can grow socially, emotionally and academically.

The children will be polite, friendly and respectful towards each other and to the adults with whom they come into contact. Adults will model these high expectations at all times.

Core Principles

This Relationships and Behaviour Strategy is the cornerstone of the culture of our school. It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. We know that all children wish to belong, achieve and contribute to their school, family and community. At Brookfield, we ensure we support our children with high levels of nurture and empathy, with containment and structure, to support children to feel safe.

All staff and children contribute to this culture.

This is what makes Brookfield Primary School unique. At Brookfield we are very clear about our culture and we ensure our WARM ethos is woven throughout our relational practice. We believe in high expectations for all of our pupils, and high levels of support when it is needed most.

This is not based on a punitive set of rewards and consequences, but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations.

Pupils are taught how to behave well and appropriately within the framework of Relational Practice, focusing on Developing Relationships, Responding and Calming and Repairing and Restoring.

Our ultimate aim is to provide a structure that is accessible and relevant to all pupils, including those with SEND, which can be supported by all staff, pupils and members of the school community. As part of our school culture, we will support children to understand and regulate their emotions together with developing restorative interactions to resolve minor conflict and disagreements.

Children with Social, Emotional, Mental Health needs (SEMH)

However, we are also aware that for some children with complex layered needs, following our behaviour expectations is beyond their stage of emotional development. We recognise that some variance on our procedures is a necessity to ensure we meet specific learning, SEMH or other behaviour needs that require a more personalised approach. These children will have bespoke plans which will include tailored rewards to encourage and foster positive behaviour.

Children with Special Educational Needs and Disability (SEND)

The School recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. These children may be drawn to the attention of the SENDCo (Refer to SEN policy for details of procedures.) These children, if deemed appropriate by the Class Teacher and SENDCo, may have their own Behaviour plan or an adaptive version of the whole school approach. This will be written by liaising with the child's parents, and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

Promoting Positive Behaviour and Relationships

At Brookfield we treat behaviour as any other subject where the skills and knowledge required needs to be explicitly taught. This is achieved by using good classroom management strategies, clear expectations modelled by staff, building positive relationships with children and the use of positive reinforcement of the behaviours we value through recognition and rewards.

It is very important that praise and reward should have great emphasis and are used to promote positive behaviour. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on

their failure. Praise has a reinforcing and motivational role. It helps a child recognise that they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, for all children in the class.

At our school we also use our WARM Learner Code, to inform and celebrate with children, the behaviour that we expect to see at our school. This is shared with the children through weekly assemblies. Children are asked their thoughts to help to create a shared understanding to ensure we have a collaborative approach to behaviour in our school.



We believe that to support children to be regulated and to understand their brain and their minds, children need to establish healthy habits to feel calm each day.

At our school, we teach children a range of different breathing techniques, called 'Happy Breathing'. Each class takes part in Happy Breathing everyday collective. There are a range different exercises that children can access, to help them to feel calm, show kindness, gratitude and relax.

We engage in sessions every half term using 'My Happy Mind'. This helps children to understand themselves and others.



Culture of High Expectations

Brookfield Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards, to accept responsibility for their behaviour as well as to encourage and support others to do the same.

We use our 'WARM Learner's Code' to demonstrate our high expectations at our school.

I help others to know how to keep safe and I am proactive in responding appropriately	I know how to engage appropriately in a wide range of contexts	I model outstanding effort and encourage others to do the same (to share my opinion)	I am a reflective listener and respond appropriately	I have high expectations of myself and support others to do the same	I repair how my actions have affected others and help others to do the same	I am curious and have a hunger to learn	I am an advocate for our school and share my enthusiasm with others
I actively keep myself safe and seek help from a trusted adult	I know how to engage appropriately in school	I challenge myself to achieve the next steps in my learning (to find out more)	I am an active listener and respond appropriately	I understand that relationships are a two-way process and accept other people have a right to a different opinion	I reflect how other people's actions affect me and how my actions affect others	I find pleasure and enjoyment in my learning	I show commitment and persevere with activities that go beyond learning
I know how to keep myself safe	I will respect other people's boundaries and body bubbles and apologise when needed	I always complete all of my learning to the best of my ability	I maintain attention when listening to others	I show and maintain appropriate behaviour and relationships with everyone	I recognise how other people's actions affect me and how my actions affect others	I know what motivates me and how I learn best	I choose to look for opportunities to help and support around school
I walk around school and use my learner voice	I will say please and thank you	I have a can do attitude and try my best	I can stop look and listen to the person speaking	I have kind hands, feet and words	I recognise my own feelings and how others feel	I have a positive attitude and talk about my aspirations	I show interest in my learning and experiences
Safe	Polite	Effort	Listening	Relationships	Empathy	Motivation	Passionate
Welcoming		Achieving		Respectful		Magical	

All staff make reference to the eight WARM Learner behaviours when praising and reminding pupils about their choices.

All pupils have their own version of our code. Adults will mark off which behaviours they show consistently. This supports pupils to know what to work on next.

At Brookfield, we focus on supporting the children to be intrinsically motivated, to do the right thing because that's the right thing to do. We value recognition from others as being a key ingredient in supporting children to do this. We also use some extrinsic motivators to enhance our offer.

We have a tiered approach to our WARM Learner Code.

At Brookfield Primary School, the first aim for all of our pupils to be

RAINBOW LEARNERS.

Children challenge themselves to demonstrate behaviours that mean they move up the chart, and staff also recognise when children have consistently shown our rainbow learner expectations and make recommendations for children to move up the code to be a bronze, silver or gold learner.

Moving up the code also brings recognition for the children, such as children taking on other roles and responsibilities in school. This also means they receive recognition of this achievement in assembly.

Children wear a badge that they design themselves which reflects where they are on the code.

Other ways we recognise and reward children in school are:

- **Class Level**

Examples include: whole class reward, teacher recognition and positive language, stickers, stamps, good news postcards, team points

- **Whole School Level**

Recognition in Golden Assembly, Golden Table Award, Wonderfully WARM bench

- **General**

Head Teacher Award, mention on the positive noticing board, successes shared with other staff members, inform parents: via seesaw, phone call, verbal message

Approach to support High Standards of Behaviour

We recognise that some children may require additional support in order to achieve high standards of behaviour and demonstrate the values of our WARM ethos on a sustained basis. A tiered approach aims to provide targeted intervention, restorative conversations and to support the child to make decisions about their behaviour.

If a pupil experiences difficulty in demonstrating our Rainbow Learner behaviours, and positive classroom management strategies have been used, a member of staff will hold a restorative conversation with them. As part of our behaviour strategy and ethos, the children have a clear understanding of the importance of the restorative conversation.

In this conversation, they will reflect with the child on the barriers to achieving a high standard of behaviour and conduct. The member of staff will coach the child to refocus on strategies which will support self – leadership and self- discipline. The impact of the restorative conversation is the child understanding the impact of their behaviour on themselves and others. If the child resumes with high standards of behaviour, no further action is required. If the child struggles to maintain the high standard of behaviour, then the child will move through our consequences ladder.

<p>Positive Framing Classroom management strategies to avoid escalation and refocus learner.</p>	
<p>Reminder 2 reminders that are verbal, but is completed privately Must praise child as soon as showing rainbow learner behaviours.</p>	<p>Some children may need visual reminders to help with this (3 counters or coins on the desk, which can be returned if rainbow learning behaviours are demonstrated).</p>
<p>Restorative Conversation Child misses 5 minutes of their time <u>recorded on CPOMS</u> This is an opportunity to hold a restorative conversation, but to also use the strategies in the playbook to support the child with their choices next time.</p>	<p>EYFS This needs to be immediate with the class teacher. KS1 Next available play or lunch time, with class teacher KS2 Next available play or lunch time, with class teacher</p>
<p>Consequence – Reflection Time Child misses 10 minutes of their time Restorative Conversation Completes Learner Apology Record on CPOMS Parents Informed via ParentMail.</p>	<p>EYFS This needs to be immediate with the class teacher. KS1 Next available play or lunch time, with class teacher KS2 Reflection Room (Pit Stop) next available time led by Learning Mentor, daily. If child is repeatedly in reflection, escalated to Phase Leader.</p> <p>If a child needs to attend reflection time, a ParentMail email is sent to the child’s parents. As outlined in this policy, it is the parent’s responsibility to support the school in supporting their child’s choices. Parents are encouraged to speak to their child’s class teacher to understand and ascertain what has happened.</p>
<p>Time Out Support Learning Mentor support in the classroom, in or out of the classroom, dependent on need</p>	
<p>SLT Support Recorded on CPOMS Inform Parents</p>	
<p>Suspension Suspensions are not taken lightly and only occur when everything else has failed or there has been a serious incident.</p>	

All behavioural incidents must be recorded. The school uses CPOMs to track and log incidents. The use of CPOMs allows school leaders to analyse the data, and target support in a timely manner. The school uses the acronym 'STAR' to log all incidents: **S**ituation, **T**rigger, **A**ction and **R**esolution.

Further strategies are put in place for children who may require additional support to reach the Rainbow Learner Expectations of our WARM Learner Code. This may include the use of a report card, referrals to our Learning Mentor or an individual behaviour plan.

Flexible Consistency

At Brookfield Primary School, we aim to provide learners with high levels of challenge, which is met with high levels of support.

Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.

Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs.

Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.






Without the high levels of support, the behaviour strategy is at risk of becoming punitive or authoritarian.




Praise should always be as specific, targeted, public and sincere. Reprimand should be calm, private conversations or re – directions that only the child who it is intended for can hear.

Speak to children calmly, with the greatest of respect, and be positive.

In some circumstances, consequences for a child's actions will escalate through the consequence ladder (as seen above), based on the severity of the incident. Below shows who will be involved, and the natural consequences that will happen as a result of the child's choices that are not in line with our WARM Learner Code.

Class Teacher and Support Staff	Learning Mentor and Phase Leaders	SENCO Headteacher
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 Not Listening	 Talking Over Others	 Undue Noises	 Friendship Arguments	 Distracting others
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 Disrespect to others	 Refusing to follow instructions	 Lying
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 Threatening Behaviour	 Unkind Hands	 Unkind Feet	 Absconding	 Destruction of Property	 Swearing
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Restorative Conversation	Reflection/ Time Out	Reflection/ Suspension
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Reflection Time

We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us.

Reflection Time is Brookfield's in-school dedicated restorative system where children spend some of their break and lunch time inside with a designated Senior or Middle Leader to reflect on their behaviour. During this time, children will complete a Learner Reflection Sheet, which follows the principles of restorative practice.

If a child's behaviour indicates that they must attend reflection time, a ParentMail e-mail is sent to the child's parents. As outlined in this policy, it is the parents' responsibility to support the school in managing their child's behaviour, and parents are encouraged to speak to their child's class teacher to understand and ascertain what has happened.

Dear Parent Carers,

We are writing to let you know that (insert name) has been in reflection time today as they have made choices that are not in line with our WARM Learner Code.

In order to assist (insert name) to make choices that are in line with our WARM Learner Code, they will be supported and monitored for their behaviour for the next 5 days. If you would like to discuss this further, please speak to your child's class teacher at the end of the day (Class teachers are not available to speak at the start of the day due to settling the class, or during the school day as they will be teaching their classes).

Thank you for your continued support,

Brookfield Primary School

Welcoming

Achieving

Respectful

Magical

Behaviour - Play Time / Lunch Time

We expect our children to behave well and follow our WARM Learner Code at all times – both in the building and outside in the playground. The general principles & ethos will be fostered during breaks and lunch – high standards, consistent approach, restorative questioning etc.

However, these are discrete times of the day where a more immediate approach is needed. Therefore, these steps should be followed:

	What it looks like . . .	Action
WARM LEARNER CHOICES	Children following the rules. Playing co-operatively. Taking turns. Following instructions. Being kind and helpful.	<ul style="list-style-type: none"> • Provide verbal praise. • Award Team points. • Use as good examples / role models. • Give responsibilities.
Reminder	Not showing signs of our Rainbow Learner behaviours. Other child complains about them. Close to breaking rule.	<ul style="list-style-type: none"> • Gentle reminder. • Proximal praise. (Praise pupils nearby who are doing the right thing. Often other pupils will pick up on this and copy them.) • Redirect to other activity.
Verbal Warning	Children continues to misbehave after reminder.	<ul style="list-style-type: none"> • Ensure children know the next step will be missing part of their break.
Consequence 1	Child continues to not show signs of our Rainbow Learner behaviours after verbal warning. Rules continue to be broken.	<ul style="list-style-type: none"> • 10 minutes' time out. • Inform teacher at end of break. • Midday / break supervisor to record on CPOMS.
Consequence 2	Child has completed their 10 minutes time out but afterwards is still showing behaviour that challenges.	<ul style="list-style-type: none"> • Child sits out the rest of break / lunch. • Midday / break supervisor to record on CPOMS.
Zero Tolerance behaviour (Red Behaviours)	<ul style="list-style-type: none"> • Violence or threatened violence. • Ongoing Harassment or bullying. • Abusive language to children or staff • Inappropriate language or gestures including: Racist, homophobic, sexist language, sexual, swearing. • Damage to property. 	<ul style="list-style-type: none"> • Child immediately sent inside to SLT or Head Teacher. • Record on CPOMS, take further action as required. • Sanction at SLT / Headteacher discretion. (miss next break / write letter of apology etc...) • Inform parents.

Tiered Behaviour Support

At Brookfield Primary School, all children start the year as

RAINBOW LEARNERS.

Children follow our WARM Learner Code and receive recognition and rewards.

Where a child does not follow our WARM Learner Code, the school act on the following behavioural support system. Behaviour incidents are monitored weekly by the Learning Mentor and the Headteacher, to ensure support is given at the earliest opportunity.

Level	Support			Who
Level 1	Restorative Conversation The school has needed to provide support and challenge for an individual's behaviour.			Class Teacher
Level 2	Multiple Restorative Conversations The school has needed to provide support and challenge for an individual's behaviour on multiple occasions.			Class Teacher – monitored by Learning Mentor
Level 3	Parent Phone Call The school has needed to inform parents of repeated incidents.			Class Teacher
Level 4	Formal Parent Meeting The school requires further assistance with parents. An informal action plan is put in place relating to the school's behaviour policy and WARM Learner Code. Use of Report Card begins.			Class Teacher and Learning Mentor
Level 5	Daily Parental Communication Parents are provided with a daily message summarising the pupil's behaviour that day: this can be using Home-School Books, Seesaw or in person conversations at the end of the school day.			Class Teacher
Level 6	Behaviour Intervention The pupil is supported by referral to Behaviour Support Services where strategies to support the pupil are offered. The pupil is supported by the school SENCO.			Class Teacher SENCO
Level 7	Individual Behaviour Plan			Class Teacher SENCO Headteacher
Level 8	External Agency Referrals: SENCO CAMHS Educational Psychologist Early Help IYFA	Fixed Term Suspension	Alternative Options: Part time timetables Fresh Start/ Fresh Start +	Class Teacher SENCO Headteacher
Level 9	Permanent Exclusion The pupil is not permitted to attend the school			Headteacher

Suspensions and Exclusions

This is used as a very last resort when a child's behaviour is seriously breaking the school's behaviour policy and will only be used when there is danger of a pupil/s endangering his or her own safety, or that of other members of the community.

Removal from Classroom

From time to time, it may be necessary to take a break from the classroom in order to regulate for emotional or sensory purposes. In rare circumstances, it may be necessary to remove a child from the classroom if there are concerns around the safety of a child, other pupils or staff as a result of a serious behavioural incident. Whilst out of the class, children will always be supervised and will follow a curriculum appropriate to their needs. If it has been necessary to remove a child for disciplinary reasons, parents will be informed on the day. Removals from classrooms will be recorded and monitored by senior staff.

Fixed Term Suspensions

We believe that, in general, suspensions are not always productive in moving behaviour forward. However, for children to fulfil their maximum potential, we need to create an environment in which they feel safe from physical and verbal aggression and disruption. Suspension is an extreme step and will only be taken if the Headteacher feels that a child has breached the school's behaviour policy and if the pupil remaining in school would impact negatively on the education of other pupils or that the risk is too high to the welfare of both children and adults in school. The first suspension for any child would be fixed term depending on the circumstances. Usually this would be 1 to 3 days (this can be extended up to 5 days)

Following a fixed term suspension, the pupil and parents will meet with the headteacher to discuss reintegration into school and the best way forward to support the child, including any adaptations that need to be made.

Permanent Exclusions

Permanent exclusion will always be a last resort and we ensure that all steps will have been taken to help a child remain at our school. The trustees agree with this stance and all policies and procedures are in place to support the inclusion of all pupils. Permanent exclusion will only occur when risk assessments indicate that to allow a child to remain in school would be detrimental to the education and welfare of both the pupil concerned and to other pupils at the school.

Only the Headteacher may suspend a child. The Learner's Trust Exclusion Policy will always be followed. Each case for suspension will be considered in relation to an individual pupil's special educational needs and particular circumstances.

Details of Prohibited Items

In line with the Department of Education Searching, Screening and Confiscation, the following items are prohibited at Brookfield Primary School:

- 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 to damage property of; any person (including the pupil)
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

In addition to this list is e-cigarettes and vapes.

All Pupil Devices

Children are not permitted to wear smart watches or activity trackers that are able to receive or send messages. Pupils may not bring tablets or electronic games to school.

Year 5 and 6 children who require a phone for their journeys to and from school may hand their phone in for safekeeping to the class teacher until the end of the school day. Children in Year 4 or below must seek permission from the headteacher to bring their phone to school, and this will only be granted in exceptional circumstances.

Children must turn off their mobile phone before entering the school site and may not switch on their device until they have departed the school site. Children must not leave their phone with their belongings, for example in a coat pocket or bag. Instead, phones must be handed to the class teacher to be stored securely until the end of the school day. If a phone is not handed in, a phone call home will be made and a parent or carer will need to collect the mobile from school.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner. Teachers are able to discipline pupils for behaviour that is in breach of our WARM Learner Code when outside of the school premises when a child is:

- Wearing school uniform.

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Teachers may also discipline pupils for behaviours that are in breach of our WARM Learner code when off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Communication with Parents

At Brookfield, active parental involvement is welcomed, appreciated and encouraged. Building up positive relationships with parents is vital in being able to work together, particularly in supporting a child who is experiencing difficulties.

This policy will be available to parents via the school website.

When changes are made to the Behaviour Policy parents will be informed – this may be via face to face meetings, letters home, Drop-ins etc...

Parental Voice is also important to us. During the development of this policy, and its ongoing monitoring, we will seek out parental views and opinions. These will help to inform how the policy adapts and improves.

With regards to behaviour we ask that our parents to . . .

- Understand and reinforce the school language around behaviour as much as possible
- Share our high expectations for behaviour
- Support the work of the school
- Trust and respect the teacher's professional judgement regarding behaviour management.
- In the first instance, make contact with the child's class teacher regarding a concern or query regarding behaviour.

For most children (unless there are any specific safeguarding concerns) teachers should liaise directly with parents if they have concerns about a child's behaviour.

Not all behaviours or specific incidents need to be communicated with parents. When a child has had reflection time, this is needs to be communicated with parents.

Any behaviours prior to this, that are managed through good classroom management strategies DO NOT need to be shared with parents. We believe this encourages the two-way trust and partnership and mutual respect between parents and teacher

Anti Bullying Policy

Statement of Intent

Schools within the LEARNERS' Trust believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

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

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

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

Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

Education and Inspections Act 2006

Equality Act 2010

Protection from Harassment Act 1997

Malicious Communications Act 1988

Public Order Act 1986

Communications Act 2003

Human Rights Act 1998

Crime and Disorder Act 1998

Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

‘Preventing and tackling bullying’ (2017)

‘Sexual violence and sexual harassment between children in schools and colleges’ (2018)

This policy will be implemented in conjunction with the school’s:

Behavioural Policy

Cyber Bullying Policy

Child Protection and Safeguarding Policy

Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

Pupils with SEND.

Pupils who are adopted.

Pupils who have social care involvement.

Pupils suffering from a health problem.

Pupils with caring responsibilities.

Key Roles and Responsibilities

The **local board** evaluates and reviews this policy to ensure that it is non-discriminatory.

It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

The **headteacher** reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

The **headteacher** keeps a **bullying record** of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

The **headteacher** will analyse the data in the **bullying record** at **termly** intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

The **headteacher** arranges appropriate training for staff members.

Staff correspond and meet with parents where necessary. They also provide a point of contact when more serious bullying incidents occur.

Class teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents. All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the **pupil's teacher** of such observations.

All staff will avoid gender stereotyping when dealing with bullying.

All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

Parents are advised to inform their **child's teacher** if they are concerned that their child may be being bullied or be involved in bullying.

Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

Pupils are taught not to make counter-threats if they are victims of bullying.

Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.

Pupils are advised to retain all evidence of cyber bullying.