

St Nicholas Catholic Primary School

Positive Behaviour Policy



September 2025



Introduction

This Policy should be read in conjunction with *Plymouth CAST's Positive Pupil Welfare Policy 2022*, the *Single Equality Policy* and the *CAST Principles of Personal Development Behaviour and Attitudes*.

In our schools we want to make sure our children are happy and have maximum opportunity to learn effectively. We want to see them live out the Gospel values, Catholic Virtues and British Values. We work alongside parents to encourage our children to develop as fully as possible. We want our children to:

- Grow socially
- Grow personally
- Grow spiritually
- Grow academically

The most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. These are known as **Emotionally Available Adults (EAA)**. Children should be safe in the knowledge you have them in your mind, care about them as a person, about how they are feeling and what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and **consistent** with children (taking into account individual needs). Children are supported to understand the boundaries, routines and structures are there to keep them safe, happy and able to learn. Adults will hold these boundaries firmly while being **approachable, kind and compassionate**.

Our behaviour policy guides staff to achieve our mission, to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on **respectful behaviour, a partnership approach** to managing poor conduct and dynamic interventions which support staff and learners. It is rooted in our values and virtues - in particular compassion, kindness and forgiveness. **We aim to follow the example of Jesus Christ** who led the disciples not through fear, but through love.

In our schools, **behaviour is understood as communication**. Poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify pupils' needs and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

We believe **staff wellbeing is equal to pupil wellbeing**. We understand the importance of developing a school community and culture in which anyone in the school, leadership included, can ask for help.

“Just as teachers are unable to take care of the children unless they first take care of themselves, leaders are unable to take care of their staff unless they first look after themselves.”

Stephen Waters, ‘Cultures of Staff Wellbeing and Mental Health in Schools’ (2021)

This policy is developed to ensure clear guidance for staff (and information for parents and governors). It promotes safe, kind and respectful behaviour within an environment that enables pupils to act justly, love tenderly and walk humbly in line with our inclusive Catholic ethos.

Through their experiences at our school, **pupils and adults learn about God's love**. They gain a **lived understanding of our Trust values and virtues and British values**. This is both within the individual school context of our caring, Catholic-based environment and within the wider world.

Schools within the Trust have the freedom to develop Behaviour Support Strategies which reflect the unique nature of their schools and communities. However, they must be able to demonstrate they have developed these in keeping with the policy outlined below and the CAST Behaviour Strategy Guidance for Schools (Appendix 1).

Policy Aims

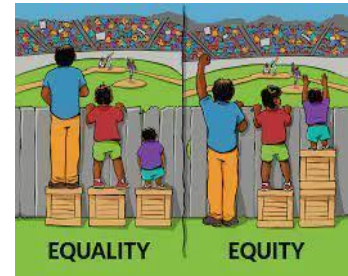
- To ensure that all children and adults feel safe, have a sense of belonging, feel secure and valued.
- To foster, nurture and value strong and healthy relationships.
- To provide a clear, fair and consistent approach to behaviour.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To ensure our values are underpinned by the Gospel Values, Catholic Virtues and British Values and that our children have a secure understanding of these.
- To maintain a calm and purposeful working atmosphere.
- To model and teach excellent behaviour and respect for others.
- To ensure that all children are supported to achieve their full potential (equity).

Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At St Nicholas, we advocate for each child to receive the resources, experiences, appropriate interventions and support to be the best they can be.



Positive Behaviour

We actively promote building positive relationships. We use trauma informed practice to guide the development of our relationships and engage with children using PACE and WINE (**playfulness, acceptance, curiosity & empathy with wonder, imagine, notice & empathy**). We believe that by **investing in a child from the start**, we will develop a quality relationship where children want to achieve and be the best they can be. We teach positive behaviour through:

- Role modelling
- Consistency
- Prioritising positive behaviour
- Educational reward and positive reinforcement
- Feedback and recognition
- Reassurance and forgiveness
- Positive language
- Restorative Practice

We believe positive behaviour should be recognised. At St Nicholas we recognise behaviour in the following ways:

- ☐ Each class room has a recognition board displayed prominently at the front of the classroom. The whole school recognises **best behaviour first** and this is celebrated publicly in class and during liturgy.
- ☐ Positive learning behaviour is **explicitly taught** in the classroom. The children are taught to recognise the behaviours that will help their learning. Progress is recognised in the classroom and celebrated with a 'proud shout out' and a class dojo home to parents. The Class Dojo messages are linked to the positive learning behaviours that we recognise as best behaviour.
- ☐ We recognise children who display our values and virtues in our celebration assembly. They are our disciples of the week. They have shown that they live up to the value and have had a positive effect on others. At the end of the year, each class recognises two disciples of the year.
- ☐ In the Friday celebration assembly we recognise the behaviour we want to see at lunchtime. This is called the 'Golden Welly'.
- ☐ Children are encouraged to share their successes with other classes and the SLT to showcase their successes.

Positive behaviour is explicitly taught through the curriculum as well as through modelled behaviour from all staff and positive reinforcement. Every opportunity is taken to help children understand why positive behaviour is linked to high expectations e.g. through stories, circle time, discussions, drama, photographs, dance, art, PSHE, RE, social skills development and activities and educational trips. Through explicitly teaching the learning behaviour, gospel values using Catholic social teaching and British values, **we ensure children understand not only what is expected of them, but also WHY.**

The Use of Consequences

The school sets clear boundaries and expectations. They are centred around being ready, respectful and safe. Most children understand ready, respectful and safe, however, there will be times when children need to experience a logical consequence in response to a behaviour that is unacceptable. At St Nicholas we set boundaries, have routines clear expectations. It is important to understand that there is a difference between logical consequences and punishment (sometimes referred to as sanctions). **Consequences are focused on repairing damage and restoring relationships**, and in this sense they focus on the future. **Punishments highlight a mistake or wrongdoing and in this sense focus on the past.** Consequences tend to be more solution focused. Punishments tend to highlight the person who committed the action, and they often shame or humiliate the wrong doer. At St Nicholas we use natural or logical consequences to support children to make amends when things have gone awry and to repair.

Wherever possible, **consequences link directly to the incident and are proportionate, reasonable and fair.** For some children, the consequence is the restorative conversation, for others there may be a logical consequence like catching up with work missed or helping to make a plan for the future. **We ensure a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.**

There is more information below, especially if boundaries are repeatedly challenged or crossed. It is important to recognise that:

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting positive behaviour: "Love your neighbour as yourself," Mark 12 30-31.
- Facilitating learning about relationships and behaviour.
- Implementing the CAST Principles of Personal Development , Behaviour and Attitudes
- Trying different approaches to behaviour principles to meet the needs of individual children.

The Governors and Headteacher are responsible for:

Monitoring and evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.

- Ensuring the CAST Principles of Personal Development, Behaviour and Attitudes are fully embedded in practice across the school.
- Modelling therapeutic behaviour techniques at all times and in particular when addressing behaviour that is challenging or unhelpful.
- Ensuring no pupil will be discriminated against for their race, religion, culture, gender or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Ensuring the wellbeing of adults is supported and promoted so they are able to be the best they can in supporting the children in our school.

The staff are responsible for:

- Supporting and Implementing the CAST Principles of Personal Development, Behaviour and Attitudes.
- Ensuring that the school values are present in all of our practice and that we live those values providing strong role models for children.
- Ensuring that SEND is not a contributing factor for poor behaviour. All children's learning is reasonably adapted to meet need and ensure success and engagement.
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and challenging behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school's restorative systems
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Delivering a programme of RE, RHE and PSHE to promote positive behaviour.
- Ensuring that new pupils and parents understand the procedures and guidelines that are in place.
- Recording behaviour incidents and restorative conferencing outcomes on CPOMS (Child Protection Online Management System).
- To support individual children, class teachers will create a behaviour support plan alongside the child and parents to promote positive behaviours.
- Informing parents of behaviour incidents and the outcomes of restorative conferencing.

Parents are responsible for:

- Accepting, contributing and supporting the school's behaviour policy.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.
- Parents actively support the school vision, values, virtues and ethos by modelling positive relational responses at all time and in particular when difficulties occur.

Pupils are responsible for:

- Being able to talk about how being ready, respectful and safe contributes to their success.
- Showing respect for all members of the school community.
- Being polite, well-mannered and courteous.
- Being independent, hard-working and positive about their learning.

- Taking pride in their learning, actions, appearance and school environment and equipment.
- Taking responsibility for their own actions and actively participating with the restorative process.
- Valuing the opinions of others' regardless of race, religion, culture, gender or other individual need.
- Being respectful of the efforts and contributions of others and aware of how their attitudes can affect the self-esteem of others.

Restorative Approach

We believe **all behaviour is communication** and we ask ourselves, “**What is the child trying to communicate?**”

We understand occasionally children will behave inappropriately. When this occurs, restoring and repairing relationships between all involved is key. This is known as the *Restorative Approach*. The aim is to enable children to **reintegrate successfully** and regulate their emotional responses, with an understanding of their actions, feelings and relevant outcomes.

When children display challenging behaviour, there are several stages of support in place to encourage them to manage their behaviour in a positive way. Before this, or any attempt can be made to engage in a restorative approach, we ensure we have established a **connection with the child**. We support them to become fully regulated in the presence of adults they know well and trust. Every effort is made to promote psychological safety through the use of face, voice and body language. Adults supporting children are well regulated themselves, raised voices are not used and children are not expected to spend time alone in isolation - to “*calm down*”.

We use the following restorative approaches, which are based on the four key features of:

- **RESPECT**
 - Adults and children listen to and value the opinions of others, enabling a psychologically safe environment.
- **RESPONSIBILITY**
 - Taking responsibility for your own actions and learning to regulate responses to behaviours.
- **REPAIR**
 - Developing the necessary skills to reflect upon and identify solutions which repair harm and ensure behaviours are not repeated.
 - Children are supported to repair ruptures in relationships which occur by adults who lead and facilitate it, with the agreement of the child.
 - Forcing children to apologise is both impossible and unproductive.
- **RE-INTEGRATION**
 - Working through a structured, supportive process which aims to allow young people to reach their full potential.
 - All adults will welcome children back into their group or classroom positively.
 - Children know when they have made mistakes they will be able to have a fresh start, with a clean slate.

This approach holds boundaries, limits and expectations firmly, yet is gentle and relational with the child.

In any restorative process, the following expectations will be set:

- Only one person talks at a time
- No interrupting
- Be respectful of others

- Listen carefully to each other

Restorative Discussion

The questions and sentence stems below are examples of appropriate, restorative discussion points for stage one.

EYFS and Key Stage One

- Would you help me understand what has happened?
- Can you tell me/show me who has been harmed/disturbed/distracted and in what way?
- How can we work together to make this/things/better?
- What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....

Key Stage Two

- Would you help me understand what has happened?
- I wonder what that felt like for you? I imagine it might have made you feel a bit like.... Can you tell me/show me how you felt?
- How do you feel now?
- I wonder what you might be thinking now? I imagine it might be.....
- I wonder how XXX might be feeling? What do you think? How might they have been affected/harmed/disturbed/distracted?
- How can we work together to make this/things/better?
- What needs to happen now in order to put things right and ensure this never happens again? What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....

Restorative Conferencing

Before the conferencing process begins, children will be supported to regulate. **Children are unable to engage in a restorative approach if they are in a stressed state.** We understand that children will regulate at different speeds and that some children may not be able to have a restorative conversation immediately after an event or even the same day.

If behaviours are repeated, a **restorative conference** may need to take place with all the affected people. Restorative conferencing will always take place in a **quiet and appropriate area** of the school.

Restorative conferencing will aim to **repair the harm and find a resolution**. It will be reasonable, meaningful and related to the incident. The aim of this process is to find a resolution that is agreed by all participants involved. If a child has been involved in a restorative conference, parents will be informed as soon as possible.

It will always be **made clear to parents**: the situation was dealt with in a restorative manner; the situation is finished; all parties involved left feeling the situation had been resolved.

The incident and outcome of the restorative conference will be **logged on CPOMS** with the heading restorative conference.

Stages of Managing Behaviour

Our restorative approach to behaviour management is broken down into the following categories:

- Low level incidents
- Recurring incidents

- Serious incidents
- Continuous behaviour concerns (behaviour support plan)

Low level incidents

This includes behaviour that is not in keeping with the rule of Three: **Ready, Respectful, Safe**.

The list below provides **some examples**.

- Calling out
- Talking over each other/adults
- Inappropriate responses to adults
- Rough behaviour – pushing, pulling, grabbing on the playground
- Inappropriate attitude/tone of voice
- Not actively participating or engaging in lesson
- Not following instructions
- Inappropriate conduct at transition times
- Name calling/inappropriate language

Recurring Incidents

This refers to a child **repeating inappropriate behaviours** after discussion with an adult. With recurring incidents, details of the incident and the outcomes of restorative conferencing will need to be recorded on CPOMS by the **leading adult and shared with parents as soon as possible**.

Serious Incidents

This refers to a **severe one-off incident/s** such as physical violence and it will be referred to SLT. SLT will consider the incident and appropriate consequences. In the event of a severe one-off incident, restorative conferencing will take place following the procedures outlined above and recorded on CPOMS by SLT and shared with parents on the same day.

Serious incidents may take many different forms. Examples of behaviours considered to be serious are:

- Deliberate use of swearing and derogatory language
- Physical aggression
- Persistent non-compliance
- Damage to school property

Continuous Behaviour Concerns (Behaviour Support Plans)

This consists of **continuous disruption or challenging behaviour, despite having partaken in the restorative conferencing process**. In the event of a child demonstrating continuous challenging behaviour, a relational support plan will be devised by the class teacher with the support of the SENCo and senior leadership.

The aim of the relational support plan is to provide the child with the strategies, resources, experiences, appropriate interventions and support in order to be the best they can be. A relational support plan will be reviewed after either a duration of 6-8 weeks or earlier if the support plan is ineffective.

When teachers devise a relational support plan to **address the individual needs of the child** a meeting will be arranged with **parents** (and where appropriate the child) to discuss these strategies (and include the parents views) and ways in which parents can support at home. Once the plan has been implemented, teachers will contact parents at least once a week to inform them of the child's progress.

All **staff** will be informed of the relational plan and strategies to support the individual child. Teachers will review these plans on a weekly basis to update triggers identified, add successful strategies and adapt the

plans as required. They will date any new additions and comment on ceased strategies to support the graduated approach.

Teachers will regularly update **SLT** on the impact of the behaviour support plan. SLT will monitor and evaluate the impact of the plans and support staff where needed. In exceptional circumstances, where strategies have not been successful, staff, alongside parents, will seek support from outside agencies.

Suspensions - Schools must follow the CAST Exclusions Policy

The importance of good behaviour cannot be overestimated. Children, parents and staff at St Nicholas all enjoy our happy community and wish to maintain this through the help of all involved.

A decision to suspend a child is **seen as a last resort** by the school. No suspension will be initiated without first exhausting other strategies. In the case of a serious single incident, **a thorough investigation in line with policy will be conducted** and the suspension process applied if necessary.

The investigation may be carried out by the Head Teacher or by a person delegated by the Head Teacher.

The decision to suspend must be taken by the Headteacher.

The Head Teacher will inform the Chair of Governors and the SIO.

Possible reasons for suspension:

- A serious breach of the school's rules or policies
- Cases of serious verbal or physical aggression
- Risk of harm to the education or welfare of the pupil or others in the school.
- Child on child abuse race, religion, culture, gender or other individual need

A suspension should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

Suspension Protocol

If the Headteacher makes the decision to suspend a pupil, they must follow the CAST exclusion policy.

A suspension should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Head Teacher will consult the Chair of Governors and Plymouth CAST as soon as possible. As with a suspension, it will follow a range of behaviour management strategies and be seen as a **last resort**. It will be in response to a **very serious breach of school rules and policies, or a disciplinary offence** such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying or use of an offensive weapon
- Persistent bullying
- Persistent harassment

If the Headteacher decides to permanently exclude a pupil they will follow the same protocol outlined above for suspensions and must refer to the CAST Exclusions Policy.

Child on Child Abuse

St Nicholas aims to reduce the likelihood of child-on-child abuse through:

- The established ethos of respect, friendship, courtesy and kindness
- High expectations of behaviour
- Clear consequences for unacceptable behaviour
- Providing a developmentally appropriate PSHE/RHE and wider curriculum
- Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed

At St Nicholas we recognise even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. **Staff must remain vigilant** at all times to signs of child-on-child abuse.

We have a **zero-tolerance approach to any form of abuse**.

Any concerns, disclosures or allegations of child-on-child abuse, in any form, should be referred to the DSL. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance may be sought from Early Help / CHaD / MARU / MASH. Where it is clear that a crime has been committed, or there is a risk of crime being committed, the police will be contacted. (See Safeguarding Policy)

Off-Site Behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Individual risk assessments will be completed in liaison with parents for individuals to successfully participate in off-site activities. The procedures and expectations outlined in this policy will be followed on any off-site visit.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Transitions offer some children an opportunity for a fresh start. Information sharing should never compromise this and must be **objective, factually accurate and fair**. Recording on CPOMs must reflect these principles.



Anti-bullying Policy

Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To show commitment to overcoming bullying by using restorative practices that support the social development and maintenance of dignity of all individuals involved.
- To develop procedures for noting and reporting incidents of bullying behaviour.
- To provide support for both victim and perpetrator in line with our Catholic Virtues and values.

Objectives

- All governors, teaching and non teaching staff, pupils and parents here at St Nics will have an understanding of what bullying is.
- All governors, teaching and support staff will know what the school policy is on bullying, and follow it when accusation of bullying is made.
- All pupils and parents will know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously: pupils and parents will be assured that they will be supported when bullying is reported.
- Bullying will not be accepted at St Nics

Definition of Bullying

- Abusing the rights of another through **repeated deliberate** acts that cause physical or emotional harm on that person.
- Bullying is the **repeated use of aggression** with the **intention** of hurting another person.
- Bullying results in pain and distress to the victim.
- Not all conflicts, arguments or fights are bullying.

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately frightening others;

Physical: pushing, kicking, hitting, punching or any use of violence, racial taunts, graffiti, gestures ;

Homophobic: taunts, graffiti, gestures, e.g. using the term 'gay' as a negative description, verbal name-calling, sarcasm, spreading rumours, teasing;

Cyber bullying: sending unpleasant messages using texts, e-mail, X-box, social media etc.

Is it bullying?

Not everything that may seem mean is bullying. The chart below can help us understand the difference between a 'mean moment', conflict and bullying.

A 'mean' moment	* One time * On purpose * Hurtful * One sided
Conflict	* Occasional * Hurtful * On Purpose * Both parties involved *
Bullying	* Repeatedly * On purpose * Hurtful * One-sided*

Preventing Bullying

Here at St Nicholas we aim to prevent bullying by:

- **Explicitly teaching children** to live as Jesus would through the Gospel virtues and Gospel values in our liturgies, daily prayer, PSHE lessons, RE lessons and **opportunities within the wider curriculum.**
- Highlighting Anti-bullying messages through Anti bullying week and other opportunities to promote Anti-bullying (eg, Outside agencies such as NSPCC leading assemblies). **2025 10th to 14th November**
- As a school, we recognise the vulnerability of children with additional needs- all staff work to support children with additional needs in a supportive and compassionate manner
- All staff working with children report any concerns to the class teacher or a member of the senior leadership team depending on the severity of the incident.

Addressing incidents of bullying

Reported bullying incidents are addressed by the Head teacher/Head of School or Assistant Head teacher. All incidents of bullying are logged on CPOMS.

Reassure	Reassure the child who has reported bullying that they have done the right thing, that the bullying will be investigated and stopped quickly.
Establish	Discussion about the circumstances and nature of the incident with those involved- including all pupils, witnesses, teachers or other adults to establish the incident as bullying.
Restore	Talking to, and advising those children involved- initially through a restorative approach. All parents are informed by the class teacher.

Restore If further incidents occur the perpetrator would miss part of a break time to write a letter of apology to the victim. All parents are informed by the class teacher.

Meeting with parents Should behaviour continue the Headteacher / Deputy Headteacher will arrange separate meetings with the parents of both the perpetrator and

the victim to discuss the ongoing behaviour and put in place targeted strategies of support.

Risk of exclusion In the event of continued bullying the pupil may face a fixed-term exclusion. Any exclusion is always a last resort.

Cyber Bullying

Cyber bullying is defined as: "Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation." We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually following the steps above.

To prevent Cyber bullying, we teach pupils how to:

- understand how to use these technologies safely and know about the risks and consequences of misusing them,
- know what to do if they or someone they know are being cyber bullied, report any problems with cyber bullying.

Parents are advised on how they can access support, e.g. contact the school, the police, the mobile network (for phone) or the Internet Service Provider (ISP). We provide support for parents and pupils if cyber bullying occurs by; assessing the harm caused, identifying those involved; taking steps to repair harm and to prevent recurrence as described in the chart above.

The Role of Parents

Parents, who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. We ask that parents advise the school of their concerns and work with the school to address them, rather than make direct contact with other parents in an attempt to solve the problems. Parents have a responsibility to support the school's Anti Bullying Policy and to actively encourage their child to be a positive member of the school.

The Role of Governors

The role of the Governors is to support the senior leadership team in all attempts to eliminate bullying from the school. This policy statement makes it clear that the governing body does not allow bullying to take place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately as stated above.

Bullying Between Adults

We recognise that all adults provide powerful role models to children by their actions and words. All adults are expected to set good examples in their relationships with pupils and with each other. We do not tolerate any form of bullying between staff or between parents and staff. We expect all adults to treat each other respectfully in accordance with our ethos and Mission Statement. Rudeness, name calling, personal comments and sarcasm

will not be accepted. This extends to using social network sites to make disparaging remarks. Any member of staff or parent who feels that they have been bullied by another adult, be they a member of staff or parent, may approach the Executive Headteacher/Head of School/Assistant Head teacher or the Chair of Governors if the complaint is against the Headteacher. The school has a Confidential Reporting (Whistle Blowing) policy.

Appendix 1

Examples of how our School Rules (Ready, Respectful, Safe) can be interpreted:

Ready

We arrive at school on time.

We get to lessons on time.

We wear our uniform with pride and have the right clothes for PE and playing outdoors.

We make sure we have the right equipment for all lessons and are ready to learn.

We take part fully in lessons and show resilience.

Respectful

We always listen when others are talking.

We are polite and show good manners to everyone.

We respect differences and know we are all equal.

We look after our equipment and share it.

We look after our environment, including the toilets and never drop litter.

We queue sensibly in the dining area and always tidy up.

We respect others' privacy and understand consent.

We respect others' right to learn.

Safe

We follow instructions – first time, every time.

We respectfully stand up for our own and others' rights.

We walk fantastically around our school.

We know who to go to for help and support.

We stay safe online and outside school.

Appendix 2 - Minor and Major behaviour classification

	Minor Behaviours	Major Behaviours	Expected Behaviour
Inappropriate language	Offensive remarks or gestures in a casual manner inappropriate, Repeated pattern of any inappropriate language*.	Swearing used to harass, intimidate, show defiance, create an unsafe climate. Sexual language*	<i>Language that is socially appropriate and respectful.</i>
Fighting / Physical Aggression	Rough play Prefight aggressive posturing, wrestling, bumping into others.	Hitting or kicking; encouraging another to fight; Retaliating	<i>Respect for others' personal space.</i> <i>Walking away and reporting possible conflicts.</i>
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to request, Ignoring reasonable request to stop low level disruption; overt refusal to participate.	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	<i>Acting in a cooperative manner respectful of school and classroom expectations.</i> <i>Responding appropriately when addressed Cooperative behaviours.</i> <i>Turn taking.</i> <i>Contributing appropriately to class discussions and activities</i>
Disruption	Noise making; outside talk; attention getting behaviours (e.g. silly answers); provoking others. Repeated pattern of any disruptive behaviours; Annoying on purpose; altering names; "Put downs"; threatening and/or disrespectful body language/posturing; targeted insults	Behaviour that stops the learning in class and the effective running of the school; defiant repetition of behaviour following correction	<i>Language that honours and validates others and their values and beliefs</i>
Harassment / Teasing / Taunting		Threat; Racist / socioeconomic status/sexual/religious / disability/ ethnicity/sexual orientation/cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyberbullying/ intimidation	