SS Aidan and Oswald RC Primary School

Behaviour and Anti-Bullying Policy

SCHOOL POLICY STATEMENT

Our school is a Catholic Primary School with a central purpose and Mission – to provide for our children an education in which the values taught to us by the great teacher, Our Lord Jesus Christ, are seen in every aspect of our school. It is our hope that our curriculum, our relationships, our play, our work all reflect this message of love and wonder, from the beginning of the day to the end. We praise God, we give thanks for the gifts we all have, and we ask for His blessing every day as we grow and develop.
We marvel at the uniqueness of each one of us, each one so special, and each one so different. And so we try to reflect the way of the Lord with compassion, tolerance, support and the celebration of the successes and achievements of everyone in our school. We set out to do our best with the gifts we are given, knowing that God gives us our potential and knows each one of us in great and small detail. We want to be a beacon of hope in our community, where the Spirit shines through us, to all who come to know our school.
We have a special Mission Statement, prepared by the children, staff and governors – celebrated with our Parish Community which appears in this Policy. We hope it tells you about the special way we see our school.

Every school policy includes this introduction, as the Love of Christ touches every aspect of school life and every minute of each day.

Rationale

This policy is rooted primarily in the Gospel values which underpin the school's Mission Statement. 'The Statements to Live By', which form an integral part of the Mission Statement, also reflect the British values which are promoted in the broader community we serve.
The school's Mission Statement encourages the children **to remember that we are all special** - unique and different, and all of us share in the wonderful revelation that we are made in the image and likeness of God.
Therefore, **we remember that other people are special**. We try to be loving caring people following the ways of Jesus special by being thoughtful, considerate and charitable. Through our actions we can have a truly **special place at the heart of our community**. Through our ability to behave well, with respect, reconciliation and resilience **we can make each day a special day**.

We have adopted a Restorative Justice Approach in Key Stages 1 and 2 in order to ensure that the children understand how others are affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. We believe that this approach acknowledges the intrinsic worth of the person and their potential contribution to the school community.

We are also aware that we need the co-operation and support of the parents of our children if a behaviour policy is to be effective.
Ofsted (2024) noted that: 'Pupils understand how politeness and courtesy towards others enables everyone to enjoy being at school. Pupils typically behave well, especially during lessons.'
The most recent RE Inspection (2026) commented that: 'Behaviour for learning in religious education is outstanding. Pupils show high levels of engagement, concentration and enthusiasm.' 'Pupils are deeply engaged and demonstrate exemplary behaviour and enthusiasm for learning.'

Every community needs a set of values and an atmosphere of order for the benefit and safety of all. In our school the aim is to help each child maximise his/her talents and opportunities and to encourage and promote actively good standards of behaviour.
Within our Catholic, Christian ethos, we acknowledge individuals and collective weaknesses which, from time to time, offend others in our community. These times can be seen as opportunities to practise forgiveness and reconciliation, to make amends and to reaffirm the values of the school community.

Aims

1. To help children develop a positive image of themselves and to know that their contributions and achievements will be recognised and appreciated.
2. To provide a secure and caring atmosphere for learning to take place.
3. To provide the children with opportunities to explore how they can choose positive behaviour choices.
4. To introduce language that supports the children in expressing how they feel and in recognising how others may feel.
5. To ensure clear expectations, fairness and consistency.
6. To support caring, cooperative behaviour and discourage anti-social behaviour.
7. To acknowledge/reward academic achievement and good behaviour.
8. To provide a safe environment in which children feel confident to take risks and have their voice heard.
9. To ensure commitment to the policy and consistency in its application from all members of the school community.
10. To address problems of behaviour, where necessary, by implementing the SEN Code of Practice.
11. To provide co-operation, support and advice to all adults dealing with behaviour or discipline issues. Professional advice, INSET or courses may be needed.

Guidelines

1. The school will regularly review its practices to ensure the effectiveness of this Policy and Code of Conduct.
2. No aspect of this Policy and Code of Conduct will be dependent on issues of gender, colour, origin or creed.
3. The Code of Conduct with examples of acceptable behaviour will be available on the school website.
4. All adults who are involved with the children will be given a copy of the Behaviour Policy. This includes

governors, welfare staff, administration staff, premises manager etc.

5. The Behaviour Policy will be carefully taught by class teachers. They will also explain how it is to be implemented at class level, i.e. through 'Class Rules'. There should be no more than five rules, all expressed in positive terms.
6. There should be a clear system of rewards which the children know and understand. The school promotes the principle that good behaviour should always be acknowledged and celebrated when it happens.
7. Children should be taught the routines expected in different parts of the school, e.g. in the library, during assemblies and PE.
8. Systems will be agreed and put into place to combat poor behaviour so that children, parents and teachers know exactly what will happen should misbehaviour persist.
9. In cases where the SEN Code of Practice is initiated, the full process of documentation will be followed, i.e. parental involvement, set targets and regular reviews.
10. In EYFS, KS1 and KS2, adults and children need to be familiar with the rewards and sanctions which operate in each age group.

Individual Adaptations

The school recognises that individual children may have circumstances, needs or characteristics that require reasonable and appropriate adaptations to the arrangements set out in this policy. Where appropriate, the school reserves the right to make adjustments or exceptions to the application of this policy in order to meet the needs of an individual child and/or to support their wellbeing, inclusion, safety or access to education. Any such adaptations will be considered on a case-by-case basis and will be at the discretion of the Senior Leadership Team (SLT).

Guidelines for Rewards and Sanctions in school.

Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

In Class

Some or all of the following are used within the classroom or playground setting:

- Regular praise from any adults involved for good work and positive behaviour;
- The maintenance of wall displays demonstrating work of which the children are proud;
- Star of the Day Award;
- Marbles in the jar challenge;
- Buttons;
- Class dojo system;
- Stickers;
- Target board;
- Raffle Tickets;
- Postcards home;
- Impressive work included in the individual Records of Achievement;
- Visit to the Headteacher or Deputy Headteacher to celebrate a piece of impressive work;

In Key stage Assemblies

These are held weekly, on a Friday.

- Star of the Week Certificates
- Opportunity for children to show and talk about their achievements when either representing the school or taking part in an out of school activity;

- Lunchtime Behaviour Awards;
- Playground Role Model certificate – presented by the School Council;
- Attendance Awards (class);
- Role-model – presented by the GIFT Team.
- Bishop John's Faith in Action Award presented

End of year

A special awards assembly is held to celebrate the achievements of the school and pupils over the year. The awards include:

- The School Councillor Awards;
- The School Chaplain / GIFT Team Awards;
- The Reading Ambassador Awards;
- The Health Champions Awards;
- The Stewards of Creation Awards;
- The Nursery Clare Drogan Awards;
- The Year Two Endeavour Awards;
- The Year Six Endeavour Awards;
- The Mrs Helen Fitzpatrick Award (choral speaking);
- The Mrs Pat Jones Award (music);
- The Mr Peter Moore Award (sport);
- The Moira Harwood Award (caring)
- Attendance Awards;
- Year Six are presented with their Records of Achievement;

Other Opportunities to celebrate include:

- Sacramental Programme Certificates;

Rules and Sanctions

Whole school:

At SS Aidan and Oswald's we follow the Code of Conduct outlined below:

- We will respect other people, grown-ups and children by caring about their feelings and their property.
- We will respect other people by remembering to use polite words, such as 'please', 'thank you', 'sorry', and 'excuse me'.
- We will respect other people by never calling them names, teasing or bullying them.
- We will respect other people by listening to them, by not interrupting them and by waiting for our turn. We will respect ourselves by trying to do our best at all times, by being honest with ourselves and others and by accepting responsibility for our actions.
- We will respect our school by caring about its appearance, its resources and materials and its reputation.
- We, adults and children, will try to work together as a team so that everyone can make the most of their abilities and talents.

We will follow these rules to keep our class, school and playground safe, happy and pleasant places to be in.

Examples of Unacceptable Behaviour: bullying, fighting, physical harm to others, persistent bad manners, calling hurtful names (particularly relating to appearance, homophobia, faith, disability, family background, race or gender), disobedience/telling lies, defiance, racial remarks, swearing, spitting, not listening, answering back/arguing,

destruction / damage to resources, damage to school building, theft, stopping others from working, non-completion of work through own misbehaviour, leaving the classroom / school premises without permission.

All adults in school will monitor the children's adherence to these rules. There will be reminders about the rules, rewards and sanctions in assemblies.

We use Restorative Approaches to support our behaviour management systems as this enhances our sense of community. This approach also links with our Mission Statement and weekly Statements to Live By.

In class

At the beginning of the school year, teachers discuss and invite contributions to the class rules. These are then agreed and displayed within the classroom.

The sanctions procedures are designed to provide lots of steps and opportunities for the children to redeem themselves and rectify poor behaviour. These may vary from time to time, but will follow this principle:

- Being seated in a particular area of the classroom for a defined time;
- Completing work in the parallel year group class for a defined time (ABC form completed when this applies);
- Loss of part of playtime or lunchtime
- Sent to Key Stage Assistant Head or the Deputy Headteacher or Headteacher (ABC form completed when this applies);
- Parent / guardian contacted and invited into school to discuss the child's behaviour.

Prior to any of the above sanctions being applied, a verbal warning is given. Restorative Justice Approaches can be used as part of any of the above.

Lunch-time in Key Stage 2

In Key Stage 2, a yellow and red card system will be used. If a child receives a yellow card, it will be a reminder about the following: how we use equipment appropriately; speak to others appropriately; how to play safely; appropriate behaviour and listening to the adults' instructions. A child will receive a red card if they have received more than 2 reminders; been physically aggressive; abusive or used violent behaviour or aggression or not followed the adults' instructions. Receiving a red card will result in one of the following consequences: being banned from using the equipment; time on a rectangle to reflect on their actions or loss of break or lunch-time. The class teacher will be informed and parents could also be informed depending on the severity of the incident. Serious and repeat incidences will be raised with the Senior Leadership Team.

SSAO Family Expectations

God created us as one global family called to support our brothers and sisters.	**We can be God's instruments of peace through seeking justice.**	**We all have the right and duty to participate fully in society.**	**We are beautifully made in the image and likeness of God.**

Classroom Expectations:

- Put your hand up to ask to leave your place for resources or to go to the toilet or to leave the classroom.
- You understand that some tasks need a quiet atmosphere and when this is asked for, by an adult, you must work without talking e.g. assessments, rote learning
- If the session you are in involves 'hands up' to answer questions, do not shout out.
- If an adult is talking and teaching, you show good listening and follow the five cues of good listening – feet still, hands still, eyes on the speaker, ears listening and brains switched on.
- If an adult is dealing with an issue, incident or talking to someone else, you need to wait patiently and not interrupt.
- If an adult gives you an instruction, you follow it.
- You respond to instructions, rewards and consequences in a respectful manner: no answering back, no backchat, no asking why and no attitude in your words, facial expressions or body language.
- We take turns – we do not talk over each other.
- We value each other's ideas and beliefs respectfully by listening to each other and caring about each other.
- We understand that we are here to listen and learn – the better you listen the better you learn.

Shared area & school environment expectations:

- We ***walk*** around school: no running, pushing or shoving.
- We do not talk as we are walking through the shared area or around the school.
- We try our best to stay in single-form lines and walk sensibly.
- We enter the hall or church quietly with our hands joined preparing ourselves for prayer.
- We sit in our lines in assemblies in a manner that will make our teacher proud – sitting still, looking forward, ignoring other poor behaviour choices, listening and joining in with prayer and song.

Lunchtime expectations:

- Our adult walks us to the hall at lunchtime; we walk sensibly – no 'fast walking', running, pushing or shoving.
- We use indoor quiet and respectful voices whilst on the corridor waiting (as we know adults are working in the office).
- When we eat our lunch, we sit quietly and chat using a low voice; we do not shout across the tables.
- We use our manners when speaking to the staff: please and thank you.
- We eat as carefully as possible and clean up after ourselves.
- If an adult is dealing with an issue, incident or talking to someone else, you need to wait patiently and not interrupt.
- If an adult gives you an instruction, you follow it; you do not refuse or say no to adults.
- You respond to instructions, rewards and consequences in a respectful manner: no answering back, no backchat, no asking why and no attitude in your words, facial expressions or body language.

Playground expectations:

- We care for each other and take turns.
- We play fairly and let everyone join in.
- We are role models and lead by example.
- We do not take control or try to give consequences during ball games.
- We play without verbal or physical aggression.
- Older children will be role models and not take control of the younger children or the equipment they are playing with.
- We move around the yard, ball cage, field and trim trail in a respectful manner
- If an adult is dealing with an issue, incident or talking to someone else, you need to wait patiently and not interrupt.
- If an adult gives you an instruction, you follow it; you do not refuse or say no to adults.
- You respond to instructions, rewards and consequences in a respectful manner: no answering back, no backchat, no asking why and no attitude in your words, facial expressions or body language.

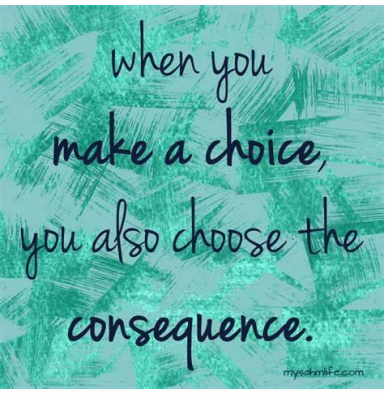
Wet Play Expectations:

- We sit during wet play.
- We can choose to colour, draw or play games.
- We do not use glue or scissors.
- Put your hand up to ask to leave your place for resources or the toilet or to leave the classroom.
- We follow instructions given by adults straight away without commenting.
- You respond to instructions, rewards and consequences in a respectful manner: no answering back, no backchat, no asking why and no attitude in your words, facial expressions or body language.

Following these expectations and ensuring they become our values, will lead to our Catholic Social Teachings and God's Word, filling our hearts and help us to shine every day.

God calls us to serve one another, love one another and lead by example.





Poor behaviour choices, which go against our SSAO expectations that:

- Are dangerous
- Put you or others at risk of danger
- Stop you learning
- Disrupt a lesson
- Stop others learning
- Are disrespectful

Can lead to:

- Negative dojos
- Losing your place at an after-school club
- Losing your break or lunchtime
- Missing Marble Treat
- Not playing on the team in tournaments or games
- Spending time with one of our school leadership team
- Missing school trips because your behaviour means you're not safe enough to take part
- Losing a role or responsibility you might have been chosen for e.g. School Councillor

VERBAL or NON-VERBAL WARNING from the adult teaching you.

Lose a dojo for continuing with the poor behaviour choice – not following SSAO expectations.

If you continue, you will lose another dojo, be asked to have time out or even use break or lunch to catch up.

If you continue to make the same choice, your grownups will be contacted.

If this behaviour continues, you spend time with the Assistant Heads, Deputy Head or Head Teacher.

If this behaviour continues, your adults will be asked to meet with your class teacher and/or the leaders of the school.



Good behaviour choices, which meet our SSAO expectations, lead to:

- ✓ Earning dojos
- ✓ Star of the Week
- ✓ Receiving a Chaplains' MS Award
- ✓ Receiving a School Council Award
- ✓ Attending after-school clubs
- ✓ Representing our school during games and tournaments
- ✓ Participating in Marble Treats
- ✓ Playing games and using the equipment out at playtime and lunchtime
- ✓ Having access to the cage and

100% POSITIVE DOJOS: At the end of the each week, if you have 100% positive points on Dojo, you will be rewarded with extra playtime.

SSAO CONSEQUENCE LADDER

R E S P E C T

Being respectful helps us to become successful members of the community. Each week, we will focus on one of the 'looks or sounds' of respect and it's your mission to earn as many dojos as you can for being respectful in that way.

Looks Like…

Sitting still whilst adults are talking Raising your hand to speak Asking to leave your place

Listening and making eye contact when being taught or spoken to.

Holding the door open Playing fairly Taking turns

Being aware of other people around you and their needs

Tidying up after yourselves Looking after our resources

Using appropriate facial expressions and body language when speaking to adults e.g. no eye rolling, no arms folded…

Sounds Like…

Please Thank you Do you need help? Are you ok? You're welcome

Do you want to join in? Can we play too? What would you like to play?

Excuse me…. Please can I get past… No, thank you…

Please can you be quiet as I am trying to concentrate…. How was your day?

Do you understand? Do you need to me explain it to you?

Wow – well done I understand I accept my consequence I am sorry

I will try to make better choices I need your help complimenting others

NO – questioning adults or asking why or complaining about consequences

RESPECT Post box:

If you spot another member of our SSAO family working extremely hard towards the 'Respect Mission of the week' you can recognise this by posting a post-it in the RESPECT post box. You will need to put their name on the post-it and explain how they have achieved the 'Respect Mission of the week'.

Referral to the Headteacher

If it becomes necessary for the Deputy Head to refer a child to a Headteacher, then the following stages may be implemented:

STAGE 1 Discussion / investigation of incident(s) leading up to the referral and explanation of what will happen next.

STAGE 2 Phone call home explaining the concerns. Further discussion with the child and consideration of strategies to avoid further incidents.

STAGE 3 Letter sent home inviting parents to a meeting to discuss their child's behaviour. Further intervention strategies and programmes will be considered.

STAGE 4 Child is placed on a Contract of Behaviour. This is done during a meeting with the parents, child and class teacher, where possible. The child is seen on Friday afternoon by the Headteacher to review their progress and contact made on a weekly basis to consider the week's behaviour. A review date is set with parents.

Occasionally, external support may be sought and agencies informed as appropriate.

It is invariably the case that the involvement of parents in partnership with the school is sufficient to address more serious incidents of unacceptable behaviour or persistently poor conduct. In rare situations the Headteacher may need to exclude a child from school. In this case the Oldham LA guidelines will be adhered to.

Conclusion

The object of this policy is to create a safe, happy, caring and considerate community in which children learn to value others and where they themselves may develop as valued people. This requires the co-operation of all parties involved in school life.

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness, reconciliation and recognition of individual need and worth are central to all we do. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction;
- The example set by members of staff in their relationships and communications with children;
- The support and relationships that members of staff have with one another;
- The sense of community within the school and that all children will draw upon this as they take the next step in their lifelong journey;
- Interesting and well-prepared lessons that cater for individual need;
- A colourful and stimulating environment in and around the school building;
- Varied opportunities for children with different gifts and talents being celebrated;
- A recognition that we are all different and created as unique individuals.

The success of this policy will be judged according to:

- The total number of fixed –term and permanent exclusions;
- The anecdotal comments of the school community;
- Comments from the children, parents and staff through our school evaluation cycle.

The behaviour of the children at SS Aidan and Oswald's is excellent and a key tradition of the school. In achieving this, the school relies heavily on the excellent relationship with children and parents.
We are very proud that the school's reputation for excellent behaviour continues to be recognised throughout our local community and beyond. We are deeply appreciative of the efforts of the children who conduct themselves in such a positive way.

A whole-school approach encourages the co-operation of all parties involved to promote good behaviour and discipline within the school and this results in a successful, constructive and happy environment. Our first and foremost priority is to recognise and reward the good behaviour and manners of the children.

General principles agreed with parents to help create an orderly community

Children must be in school by 8.45 am and may not leave before the close of school at 3.15 pm without the permission of the Headteacher.

All children are expected to respond to reasonable staff instructions without question. Consideration for others and good manners are essential at all times.

Children are expected to dress in full school uniform.

The Governing Board have formulated the following policy with regard to jewellery in school: 'In the interests of safety and health, no jewellery should be worn in school. This includes all earrings, necklaces and rings.'

Fighting, bullying, physical abuse and verbal abuse will not be tolerated.

No-one may interfere with or cause damage to school property or other people's property. Stealing will be a serious offence to the whole school community. Deliberate damage may result in a request for payment of repairs.

Valuable items must not be brought to school unless permission is given by a teacher. This includes mobile phones. It is the Governors' policy that mobile phones are not to be brought into school.

During lunch time, children must show respect for all staff and their authority in the classroom and on the playground.

Children who demonstrate high standards of behaviour and a willingness to co-operate in all areas of school life will be rewarded.

The school is proud of the high standards of mutual respect that exist through the established close relationships between pupils, staff and parents. Children who persistently seek to undermine this co-operation will be the subject of liaison between the Headteacher and their parents so that a satisfactory improvement can be achieved. This may involve the use of a 'Contract of Behaviour' between the child, the parents and the school. We will continue to apply our traditional sanctions for minor lapses in behaviour and we will arrange for a child to go home during the lunch hour if their behaviour at this time is unacceptable. In extreme cases, parents may be asked to keep their child at home for up to five days. In extreme cases, a permanent exclusion may be considered by the Headteacher. Parents will in all cases receive written warning informing them of the reasons for any exclusion from school.

SS Aidan and Oswald's Anti - Bullying Policy

Bullying: Our School's values and beliefs

- All pupils and staff have the right to feel happy, safe and included;
- Pupils and staff have the right to work in an environment without harassment, intimidation or fear;
- All bullying, of any sort, is therefore unacceptable;
- Pupils who have experienced bullying will be supported;
- Pupils who are accused of bullying, who may be experiencing problems of their own, will be supported;
- We recognise the effects that bullying can have on a pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment;
- We recognise the important role reconciliation plays when dealing with incidents of bullying.

Our definition of bullying

"Bullying...involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour."

DFE Guidance: Circular 8/94, Pupil Behaviour and Discipline.

"Bullying is therefore:

- ***Deliberately hurtful;***
- ***Repeated, often over a period of time;***
- ***Difficult for victims to defend themselves against.***

It can take many forms but the main types are:

- ***Physical – hitting, kicking, taking another's belongings;***
- ***Verbal – name calling, insulting, making offensive remarks;***
- ***Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones."***

DFE Guidance: "Bullying: Don't Suffer in Silence".

Bullying is a very serious offence and thankfully is very rare at our school. We ask that parents understand that very few peer to peer arguments between children involve bullying in its real sense. The school will make the decision if an incident is one of bullying.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racist bullying;
- Bullying because of pupils' religious beliefs;
- Bullying because of pupils' sexual orientation (including language that is prejudicial to the LGBT community);
- (including the use of homophobic language);
- Bullying of pupils who have special educational needs or disabilities;
- Bullying because of a pupils' home or family background / circumstances.

Creating an Anti-Bullying Climate in School.

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy;
- Increase understanding for victims and help build an anti-bullying ethos, and
- To teach pupils how to constructively manage their relationships with others.

Current affairs, literature and historical events are chosen to reinforce our anti-bullying approach.

Drama, role plays and stories are used to show what pupils can do to prevent bullying and to create an anti-bullying climate in school.

We also draw on the resources available via the Children's Safety Education Foundation (CSEF) and promote appropriate behaviour through direct teaching and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community. We will use assemblies and collective worship to reinforce this message.

During our dedicated Anti-Bullying Week, we encourage poster campaigns in order to advise and support our pupils. Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis and this group was instrumental in setting up a "Worry Box" system which allows pupils to report anonymously, or not, any specific concerns about bullying in school.

Responding to incidents when they occur.

Pupils who have been bullied should report this to their class teacher.

Pupils who see others being bullied should report this to their class teacher.

Members of staff who receive reports that a pupil has been bullied should inform the relevant Assistant Head.

The Assistant Head will inform the Deputy Headteacher or Headteacher, as required.

Reports of bullying will be logged by the class teacher.

Notification of Hate Incidents and Bullying (NOHIB).

For an incident to warrant a NOHIB, it must fall into one of the following categories:

- Race, religion or culture;
- SEN or disability;
- Appearance or health conditions;
- Sexual orientation.

When an incident fits the criteria for a NOHIB, the school undertakes the following:

- The adult in receipt of this information will complete a NOHIB log;
- These are sent to the Headteacher and Family and Pupil Support Co-ordinator;
- The Local Authority request a copy of any completed NOHIB log on a weekly basis, however, this information is submitted in an anonymous format.

Work with the children concerned may involve some or all of the following:

- Support for pupils who are bullied;
- We will interview the pupil (or pupils) involved in bullying separately;
- We will listen to their version of events;
- We will talk to anyone else who may have witnessed the bullying;
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop;
- We will affirm that it is right for pupils to let us know when they are bullied;
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others;
- We will consider sanctions under our school's Behaviour / Discipline Policy;
- We will work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need;
- We will endeavour to incorporate time for reconciliation to take place and damaged relationships to be repaired;
- When bullying occurs, we will contact the parents of pupils involved.

Concerns, complaints and compliments.

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure.

We would also be pleased to receive feedback from parents when things have gone well.

Evaluating our policy.

We will evaluate our Anti-Bullying Policy using the following measures:

- The number of incidents that are reported to staff over a given period;
- From the comments received in our year group "Worry Boxes";
- Pupil's perceptions of bullying through structured discussions in class time;
- Pupil's perceptions of the scale of bullying through periodic questionnaires;
- The number of complaints and compliments that we receive from parents;
- From the comments made by visitors and other people connected with the school.

Ownership of this policy.

This policy has undergone a consultation process involving staff, governors, parents and pupils.

The Head teacher is responsible for introducing and implementing this policy, however, all staff, all pupils and their parents have an active part to play in the development and maintenance of this policy, and in its success.

Policy updated: September 2026
Policy to be reviewed: September 2027