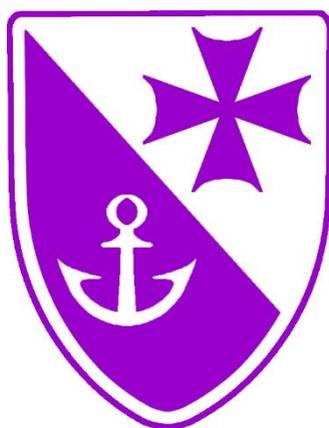


St Clement's and St John's Infant CE and Bethany CE Junior Schools



“I know the plans I have for you,” says the Lord...

”plans to give you a future and a hope.”

Jeremiah 29:11

Behaviour for Learning and Anti-bullying Policy

Teaching and Learning Policy	Date created: July 2025
	Review date: July 2026
	Author: Mr Woodward, Miss Rutherford and Mr Bielby
	Governors approved:

Our Mission

Empowering children with God's **Hope** for the future,

Compassion for others and the **Courage** to act.

Our Vision

Jeremiah 29:11

'For I know the plans I have for you,' declares the Lord,

'Plans to prosper you and plans to give you a hope and a future.'

Our Values

Hope, Compassion and Courage

Our Expectations

We expect our pupils, staff and parents to show readiness for learning, be respectful and act in a safe way.

Statement of Intent

St Clement's and St. John's Infant and Bethany CE Junior Schools are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote a collaborative community and enhance relationships.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Roles and Responsibilities:

Local Governing Body

- Ensure the policy reflects the school context and is published to the school's website;
- Monitor the effectiveness of the school's policies and procedures.

Headteacher

- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently;
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by the CLP values for behaviour and relationships;
- Monitor and evaluate the implementation of the behaviour and relationships policy;
- Ensure staff are familiar with the school specific policy and procedures;
- Identify training for staff as required;
- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Behaviour Policy.

School staff

- Model and encourage good behaviour and relationships and apply the school specific policy effectively;
- Act as role models of good behaviour and to promote self-discipline amongst pupils as well as deal with any unacceptable behaviour in accordance with the school's policy;
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- Keep parents updated about their children's behaviour;
- Involve parents as active partners when implementing the policy.

Parents

- Become familiar with the school's behaviour policy;
- Support the school's behaviour policy and encourage reinforcement of the policy at home as appropriate;
- Raise issues about behaviour directly with the school while continuing to work in partnership with them.

Pupils

- Uphold the school's rules and contribute to the school culture;
- Participate in adult facilitated reviews of the behaviour policy, rewards and sanctions;
- Receive additional help and support to achieve the school's behaviour standards.

Our Three School Rules

Ready
Respectful
Safe

Expectations of Adults

Consistent adult behaviour will lead to children who consistently meet our expectations

1. How will staff behave?

- Meet and greet children each day
- Use positive language related to the school's values to raise children's expectations
- Maintain a calm and respectful approach to all children
- Be proactive in ensuring that language or behaviour which may single out others regarding the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership,

pregnancy and maternity, race, religion or belief, sex, and sexual orientation is not accepted and taught positively.

2. *How will Middle Leaders behave?*

- Be visible in their year group or curriculum area
- Go into lessons and catch children doing the right thing
- Stand by and support staff with restorative conversations
- Support Class Teachers and TAs with positive outcomes in classrooms

3. *How will Senior Leaders Behave?*

- Be on the gate to meet and greet
- Be visible at change over times and social times
- Carry out regular learning walks to support, coach and model expectations.
- Support MLT, Class Teachers and TAs with positive outcomes in classrooms

4. *How will we recognise behaviour in children which is 'over and above'?*

St Clement's and Bethany

- Verbal and non-verbal praise
- Learning Values Certificates each week in Family Worship.
- Headteacher award every term

St Clement's

- Reward stickers linked to the school values and rules
- 'Class Dojo' sent home
- 'Learner of the Day' (the person who showed the best learning behaviours the day before) sits on a special chair and gets a special sticker in KSI and a special mat in EYFS.

Bethany

- House points for pupil learning and other academic achievement
- Value Points for being ready to learn
- Kindness Awards for demonstrating the school value of Compassion
- Note home to celebrate academic or 'over and above' behaviour

5. *How we will teach positive behaviour?*

- Whole school/key stage and year group worship times
- Modelling positive practice every day
- Use positive language and praise
- Teaching PSHE units which focus on RSHE and ensuring these attitudes towards difference are celebrated and referred to through our choices of language, texts and behaviours (see more in the PSHE policy – on website)
- Referencing the three expectations; 'Ready, Respectful and Safe'
- Consistently reinforced rituals and routines for behaviour
 - i. Carpet places (where appropriate)
 - ii. Table spaces
 - iii. Register order lines – with exceptions for pupils with individual needs
 - iv. Toilet routines
 - v. Classroom jobs/routines
 - vi. Playground routines
 - vii. Corridor routines
- 'Handy Helpers/Learning Leaders' – each class to choose for their jobs (all children must have opportunity; EYFS daily change; KSI and KS2 weekly change)
- Scripted conversations

Through Pupil Leadership

St Clement's

- School Council in Year 2
- Digital Leaders (Y1 & 2)
- Worship Leaders in Year 2
- Spirituality Leaders Year 2

Bethany

- School Council, including Eco Council (All Year Groups through application)
- Head Girl/Boy and Deputy head Girl/Boy
- Sports Leaders (through application)
- Spirituality Leaders (All Year Groups through application)
- Worship Leaders (Year 5 and 6)

6. *Strategies we use to establish readiness for learning and a positive climate are:*

- Meeting and greeting
- Giving attention to positive behaviour, not highlighting negatives
- Seating positions for learning
- St Clement's: High 5 Poster displayed in all areas (ears listening, eyes watching, mouth quiet, hands still, legs crossed)
- Using non-verbal strategies such as making eye contact, 'High 5' or '1,2,3' hand signals
- St Clement's: Praise actions (microwave, yeeha!, Happy Feet etc)
- High staff visibility at change over times
- St Clement's: Class Gem Jars
- St Clement's: 'Friendship Friday'. Children spend time developing their friendship and class relationships.
- Bethany: Countdown from 3 to be ready
- Bethany: House Points

7. *Shared Language to support behaviour and maintain positive environment*

- Repeat instructions to child (consider processing time).
- Asking other children nearby to help child.
- Ask child if they need anything to get started.
- Praising nearby/other children. ["Well done 'Darran' for your first sentence!"; "That's a great start to your learning 'Andrew'."]
- Using a space within the classroom to allow a student to have 'thinking time'.
- Reflection Time Routine

8. *Staff will not:*

- Use visual behaviour charts/record names publicly for negative behaviours
- Take away time from 'Friendship Friday' (St Clement's)
- Belittle or humiliate children
- Shout
- Display aggressive body language or behaviour towards children or staff
- Not use physical contact to control or manage behaviour. Eg: forcefully moving a child. Get a member of SLT instead

De-Escalation

Our aim is to always decelerate or de-escalate the situation. Anger or anxiety do not make for good learning.

We aim to:

- A clear verbal caution delivered privately to the learner.
- Make them aware of their behaviour and clearly outlining the consequences if they continue.

- Give the learner a choice to do the right thing.
- Reminded the learner of their good previous good conduct to prove that they can make good choices.

The 30 Second Intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next.

If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning

Reflection Time

This gives an opportunity to move away from the situation/stalemate.

- The learner is asked to speak to the teacher away from others.
- Boundaries are reset.
- Learner is asked to reflect on their next step.
- Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions.

Learners should only be outside classrooms if they need to cool down and/or to defuse a situation. In general, **5 minutes** should be enough. Do not keep returning to the child to talk to them – leave them.

If the step above is unsuccessful, or if a learner refuses to go take Reflection time, then the learner will be asked to leave the room. If appropriate, a member of SLT/MLT will escort the learner to a workspace outside the teaching room.

If a child misses their learning time in class due to poor behaviour and choices, they may need to complete it during playtime/lunchtime instead.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restoration Meetings

Reparation meetings at St Clement's and St. John' Infant and Bethany CE Junior Schools are a core part of repairing damage to trust between staff and learners.

Our restoration meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Expectations of Pupils

We ask that the pupils at our school are:

- Ready to learn. Coming to school with a positive attitude.
- Calm and focused
- To follow the school rules
- Show respect to others
- Ask for help or support when needed
- Move around the school in a quiet and orderly manner.

Behaviour on Off Site Educational Visits

The school's normal disciplinary procedures apply to school trips. Incidents of misbehaviour will result in a pupil not being allowed on future trips, other than those with curriculum necessity as well as the imposition of the normal consequences.

Expectations of Parents and Carers

We ask that parents and carers:

- Support their child in following school rules and behaviour expectations.
- Model good behaviours and language choices at home.
- Inform the school of any change in circumstances that may affect their child's behaviour.
- Discuss concerns with the class teacher or a senior leader in a timely manner.

Sanctions

The aims of any response contrary to the behaviour policy should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent a recurrence. Consequences are best when they are immediate, short and appropriate for the behaviour; they should not be aimed at the child.

Lower-level Behaviours

- Ignoring instruction
- Answering back

Any of these behaviours will result in a reminder. Three reminders in a lesson may result in a sanction, for example, miss some playtime.

Higher level Behaviours

- Discriminatory behaviours, particularly related to the protected characteristics age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Continued lower-level behaviours which are causing persistent disruption

Any of these behaviours will normally result in an instant move to Reflection time as well as an additional sanction specific to the child and behaviour, which will be decided by the class teacher. Higher Level incidents may also result in either a phone call home from the class teacher, a face-to-face conversation between the parent/carer and class teacher at the end of the day or a 'Positive Behaviour Tracker'. Suspension and exclusion, including the possibility of an internal suspension, is a further possible consequence of the behaviours described above.

We recognise behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate, we will work in conjunction with parents/carers, to devise an individual support plan.

Banned Items

The over-arching CLP policy lists banned items, but please find a list below for your reference:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the pupil).

On occasion, our school may find it appropriate to temporarily ban items due to ongoing minor disputes between pupils. In such cases, items that are temporarily banned will be clearly communicated to pupils, staff and parents

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied by staff trained in 'Team Teach' when possible, although not essential
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Physical restraint is used by staff in their duty of care towards a pupil, to prevent a pupil causing harm. Force is never used as a punishment.

Exclusions (also see Suspensions and Exclusions Policy

<https://www.coastalpartnership.co.uk/general>)

It may be necessary to exclude from a child from our school, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other sanctions have failed. A child who may be in danger of being excluded will usually have been identified by the school and meetings will have already occurred.

The decision to exclude is taken by the Head Teacher and this may be for a fixed term or permanent exclusion. The Head Teacher will take into account the circumstances, evidence available and the need to

balance the interests of the pupils against those of the whole school community. The following are examples of behaviour which will not be tolerated and would most likely warrant exclusion:

- Extreme or violent physical abuse to another child or member of staff
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents/Carers will always be informed of the decision. Parents/Carers have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds the right to a permanent exclusion, parents/carers have the right to appeal the decision at an independent review panel.

Inclusion & Equal Opportunities

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require something additional or different in the same way that we would make curriculum adaptations for a child with additional learning needs.

Where this is the case, a child will be identified on our school's SEN register. An individual behaviour plan will be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

Monitoring and Reviewing

The school's Leadership Team will monitor standards of behaviour, on a termly basis, and the implementation and effectiveness of the policy, annually, and report back to the Local Governing Body.

Appendix I:

Behaviour for excellent teaching and learning One Page Summary

Consistencies

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Consistently reinforced rituals and routines for behaviour.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Positive recognition is used in each classroom throughout the lesson.
6. Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are behaving badly.

Steps	Actions
1. Redirection	Gentle encouragement (Well done for going to your..) Nudge in the right direction (Can I help, Thank you for...) Praise/Celebration Actions (wave etc)
2. Reminder	Reminder of the expectations: Ready, Respectful and Safe – delivered privately. Repeat reminders. Try to keep at this stage (de-escalate/ decelerate)
3. Caution	Clear verbal caution delivered privately. Make aware of choices Outline consequences
4. Reflection Time	Give learner a chance to reflect away from others. Speak privately and give final opportunity to engage. Offer a positive choice to do so.
5. Internal Referral	At this point the learner will be referred to another room in the Year group/phase for the lesson.
6. Repair	A restorative meeting should take place before the next lesson. This meeting should be between the child and the adult who initiated this process. SLT can support this meeting, but the initial adult holds ownership.
7. Formal Meeting	Meeting with teacher, learner and SLT member, recorded on Arbor. Agree targets that will be monitored over two weeks.
Serious Breach	This is an incident that may lead to a suspension.
Alternatives to Suspension	Alternatives to suspensions include removal from classroom and working with a member of the pastoral team/SLT/TA team for up to one day.

READY – Are you ready?
RESPECTFUL – Are we being respectful?
SAFE – Are we all safe?

Appendix 2:

Anti-Bullying Policy

Definition of Bullying

The Anti-Bullying Alliance defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

It is important for everyone at St Clement's and Bethany to know the difference between friendship problems and bullying behaviour. *Not all friendship problems are bullying.*

At St Clement's and St John's CE Infant and Bethany CE Junior Schools we agree with this definition but with our children, we use:

'Several Times on Purpose' (STOP)

How might bullying happen? (examples in brackets)

- Physical (punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will)
- Verbal (malicious teasing; insults about race, religion or culture; offensive name calling or comments)
- Emotional and indirect (spreading rumours or stories about a person; being left out, ignored or excluded from groups)
- Electronic/cyber bullying (via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone)
- Sexual (touching, innuendo, threats)
- Threatening (with weapon)
- Theft and extortion
- Visual and written (graffiti, racist insignia)

Types of bullying

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various types of bullying experienced by vulnerable groups of children. These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- appearance or health conditions
- home circumstances e.g. young carers or looked-after children

Differing Roles within a bullying situation

These can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying. Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising Signs and Symptoms

Children who are being bullied may demonstrate physical, emotional and behavioural problems.

There may be times when a child may indicate through their behaviour that they are being bullied.

At St Clement's we will be alert to the following indicators:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

These indicators do not necessarily identify a child as being bullied, there are many other reasons why children may behave in this manner. They are by no means definitive.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, other agencies.

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons.

Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Enjoying the feeling of power
- Using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way themselves
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated
- Finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Our School's Anti-Bullying Charter

We want to be clear that no form of bullying is acceptable. We always want to prevent, de-escalate and stop any continuation of harmful behaviour.

We will encourage the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident, inside and out of school.

We will respond quickly and effectively to incidents of bullying using a restorative approach with sanctions where necessary.

We will apply reasonable and proportionate disciplinary sanctions to children causing the bullying.

We will support children who are bullying to recognise the seriousness of their behaviour, offering support to help them to readjust their behaviour.

We will safeguard and comfort children who have been bullied, providing long-term support (where necessary) to help them to feel good about themselves, building their own self-esteem.

We will address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.

We will train all staff and support them to model positive relationships

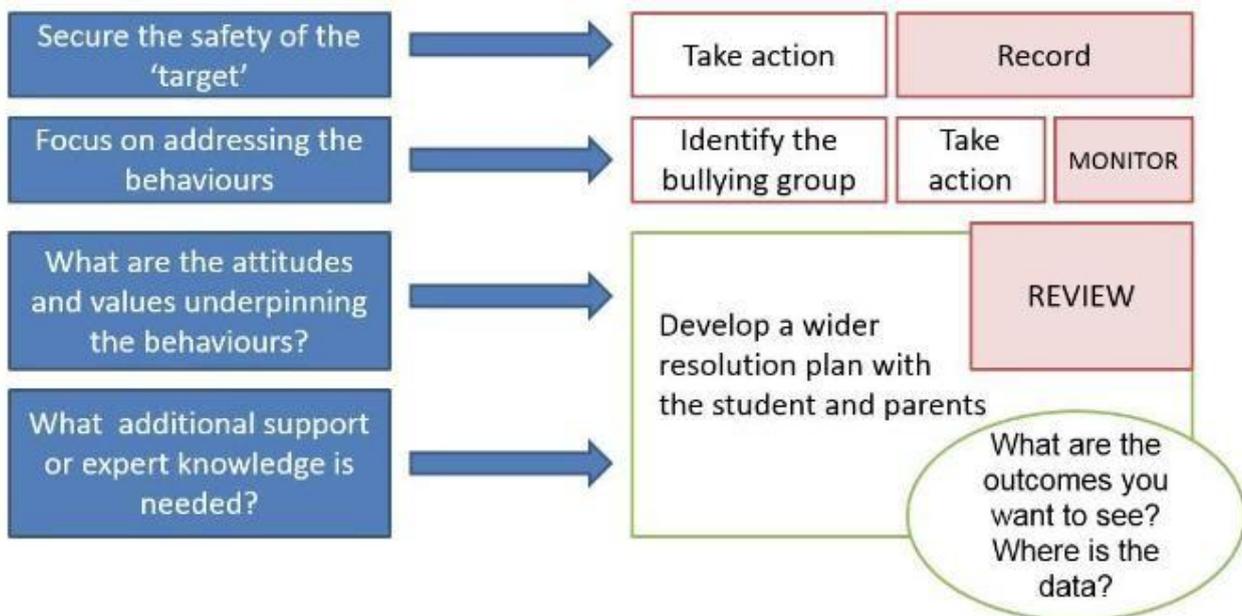
We will ensure our curriculum framework for Personal Social and Health Education includes learning about bullying, diversity, discrimination and personal safety.

Our governing body will regularly monitor incidents of bullying and harassment.

Action and procedures the school will take

All incidents, which are reported to school staff, will always be dealt with and recorded. The headteacher will keep a record of all incidents. Each incident must be handled individually once the problem and the children have been identified. The school uses the 'No Blame Approach' and each adult is committed to recognising and putting an end to acts of bullying or harassment.

- All staff to be informed
- All action to be recorded
- Full investigation including monitoring to be carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases
- Persistent occurrence will necessitate the involvement of outside agencies



Responding to Incidents of Bullying

The procedure to effectively manage bullying at our school are:

1. Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

2. Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

3. Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident on My Concern.

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

4. Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

A Restorative Approach

Where appropriate and in most cases of bullying, the school will initially use a *Restorative Approach* to resolve the situation.

A *Restorative Approach* involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way.

A *Restorative Approach* ensures children causing harm are held to account for their behaviour by enabling them to:

- accept responsibility for the harm caused to the individual being bullied (and others)
- recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed time period.

All bullying is unacceptable however, our hope is that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Sanctions

In certain cases of bullying, the use of sanctions will be considered e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy. We will take into account the needs of vulnerable or SEND children. Bullying by vulnerable children or children with disabilities or SEN is no more acceptable than bullying by other children, however for a sanction to be reasonable and lawful, the school will take account of the nature of the child's SEND and the extent to which they are in control and/or understand what they are doing.

Disciplinary sanctions are intended to:

- affect the perpetrator to understand that their behaviour was unacceptable
- deter them from repeating that behaviour
- demonstrate to other children that certain behaviours are unacceptable to deter others

consequences of bullying should reflect the seriousness of the incident.

When deciding upon appropriate sanctions for bullying, we will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. We will draw upon the school's Behaviour Policy and follow the system for sanctions.

They also provide an opportunity for the children to put right the harm they have caused.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies or sanctions, we may consider a suspension or an exclusion for the perpetrator from the school.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Responding to incidents of bullying which occur off the school premises

Bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, or in the local area, the school will follow the guidance in the Behaviour Policy.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that we can:

- Raise awareness among the whole school community of possible risks within the community e.g. gangs/county lines
- Make contact with local police officers and representatives from other services or locality teams and organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

Working with Parents /Carers

Where we have become aware of a bullying situation, parents/carers of the child who is being bullied will be informed. Parents/carers may be contacted via a phone call/email or at the end of the school day and may be invited to the school to discuss their child's situation.

We will aim to involve parents/carers of children who have been bullied constructively at an early stage to work together to resolve and aim for reconciliation.

Any outcomes of meeting and agreed actions/responses will be recorded by the school on My Concern.

A problem-solving approach will be adopted with parents/carers as we know that working together is the best way to reach a resolution which is effective and long lasting.

Parents/carers of those causing the bullying will also be supported by our pastoral team, or SLT to appreciate their role in helping their child to learn about consequences of actions and to adopt alternative ways of behaving.

Procedures for parents:

If a parent has any concerns about their child, they should speak to the class teacher immediately.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher, Deputy Headteacher or Assistant Headteacher.

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil. The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

Following up after bullying has occurred

After following the school's procedures for responding to an incident of bullying we will consider employing further longer-term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe, to include:

- opportunities in class to explore the needs of their peers through jigsaw lessons or other PSHE lessons
- accessing support from external agencies and professionals
- providing opportunities for children who have been bullied or are bullying to attend groups which will help to develop emotional resilience (eg. Think Bricks, Talking Lego)
- supportive and nurturing structures such as a 'Circle of Friends' or 'Buddy' groups

Prevention

Our school community works together to reduce bullying as part of our efforts to promote a positive and inclusive Christian ethos *'To love learning, to love ourselves and to love each other (John.....)'*

Our approaches include:

- School leadership which promotes an open and honest anti-bullying ethos
- Positive behaviour management strategies
- Whole school approach to teaching PSHE
- Actively promoting (in worship time and other formal occasions) our Anti-bullying outlook
- Providing training on behaviour management and anti-bullying for all relevant staff
- Weekly PSHE lessons to enable children to talk about their feelings and concerns in a safe environment
- Providing peer support systems such as Playground Buddies
- Engaging children in our annual Anti-bullying Week
- Bethany: Providing confidential communication systems such as Worry Boxes or post it notes**
- Ensuring that all children can identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups as appropriate
- Providing a transition programme to support children moving into new classes or to their next school (either Bethany or their secondary school)
- Providing information on support agencies such as ChildLine including telephone numbers for helplines and addresses for supportive websites

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is monitored annually to ensure effectiveness.

The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews
- Whole school audit tools.

The head teacher regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.

Appendix

Posters for the school to support Anti-bullying



Anti-bullying

at St



Clement's



School



bullying



feels sad



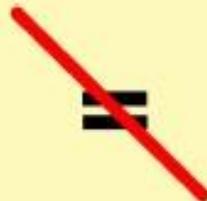
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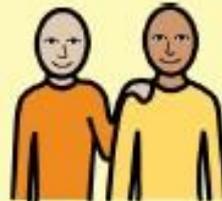
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bullying



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arguing



bullying



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be



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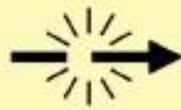
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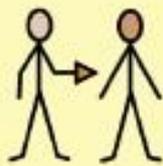
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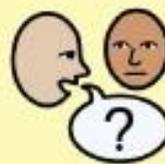
if

you

are



bullied



ask

for



help



Anti-Bullying Flowchart



I think I'm being bullied.

What does it look like?

- 1) It happens a few times.
- 2) It's deliberate.
- 3) It's unfair.

- 1) My friend is sometimes nasty.
- 2) I've had an argument with my friend.
- 3) I've had a one off fight with my friend.

Yes, this may be bullying



No, this is not bullying

What happens next?

- The grown up will talk to you and record what you have said.
- The grown-ups will help you to feel safe to learn.
- The grown-ups will work with the children involved to keep this from happening again.
- The grown-ups will regularly check to see if you are feeling safe and happy at school.

Solve it together by talking about the problem.
Involve an adult if it is serious.