



BEHAVIOUR POLICY

An Exceptional Education for All

REACH for your future

Respect Enterprise Ambition Confidence Happiness

July 2026

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INTRODUCTION

William Tyndale Primary School is a place where children of every cultural and social background, gender, race, ability or disability or sexual orientation can thrive, be happy and be successful in their learning and feel part of the whole school community. We aim for all children to develop autonomy and independence in relation to both learning and behaviour. Our aims also emphasise the importance of developing a shared responsibility for all aspects of school life and the importance of respect for one another and for all staff. For this, we need a calm, organised and supportive ethos in school, where children know how to behave appropriately and understand the system of rewards and sanctions. (see also William Tyndale's Child Protection and Acceptable Use policies).

WHOLE SCHOOL RIGHTS

These rights apply to all adults and children at school:

Our whole school rights 		
	We all have the right to be safe.	
	We all have the right to learn.	
	We all have the right to be listened to and respected.	
	We all have the right to share our thoughts and feelings, as long they do not hurt others.	

PUTTING THE RIGHTS INTO PRACTICE

We display the child friendly versions of *The United Nations Convention on the Rights of the Child* in each classroom and in other places throughout the school. In addition, we have the image above printed in classrooms to support all children to access them in every class. We ask the entire community to support us in promoting these rights. At the beginning of each school year, the Rights are discussed, and agreements are made with children as to how these will be respected, in classrooms, in and around the school, in the playground and on school visits. Class Charters are created detailing rights which are pertinent to individual classes. If behaviour does not respect these rights, the child is reminded of the agreements made. Additionally, each class will follow their Digital Charter.

RESPONSIBILITIES OF STAFF

We will help achieve and maintain respectful behaviour by:

- ensuring all staff have the relevant training and support to fulfil this policy's principles and implementation;
- building up effective and respectful relationships which will contribute to high standards of behaviour;
- involving children in appropriate decision making e.g. through pupil voice;
- supporting children's understanding of their own emotions and supporting development of self-regulation, including using the language of the Zones of Regulation;
- making sure children understand our expectations and reminding children about these at least weekly;
- encouraging pride in the school and in the working environment;
- modelling and teaching respectful behaviour in the way staff interact with children and with each other with reference to the Whole School Rights;
- praising respectful behaviour, providing children with a model/example;
- using appropriate language at all times, even when disappointed with a child's behaviour e.g. asking children to do something preceded by the word, 'please'; and using 'thank you' when they do; certain words or phrases such as 'idiot', 'stupid' and 'shut up' will not be used;
- helping children to resolve disputes with one-another in a non-aggressive way;
- establishing authority firmly and calmly with strategies such as countdowns, clicking fingers, clapping rhythms;
- working closely with parents and carers;
- collecting the class and beginning lessons on time; and
- applying this behaviour policy consistently and fairly.

RAISING SELF-ESTEEM AND DEVELOPING UNDERSTANDING OF RESPECT FOR OTHERS

These are some examples of the strategies we use:

- teaching in our PSHE, RE, Rights Respecting and Skills Builder curricula;
- ensuring that the whole school curriculum and resources reflect and value the diversity in our community, helping children to understand about prejudice and equality;
- timetabling regular class times to apply their *essential skills*, such as problem solving, leadership, staying positive and learning to see things from others' points of view;
- debating;
- encouraging responsibility through promoting roles for children to support the smooth running of the school, in class and in the playground e.g. Lunchtime Monitors, Playground Leaders, Eco-Team, Dyslexia Ambassadors; and
- regular Pupil Voice meetings with representatives from classes across the school to reflect children's views and give them responsibility for making appropriate decisions.

These are the 8 Essential Skills we teach throughout the school:



ADDITIONAL SUPPORT

ADDITIONAL SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND), LOOKED AFTER CHILDREN (LAC) AND TRAUMA AFFECTED CHILDREN.

We have high expectations of all children but we also recognise that there are some children who experience considerable difficulty with their ability to regulate their emotions and consequently, their behaviour. We aim to nurture these children, working in partnership with parents and carers and the school staff. Staff will make reasonable adjustments to the behaviour policy when the child's behaviour directly links to their special educational or emotional needs as not all incidents may be connected to those needs. Staff have been trained in, and are committed to, supporting children with needs, including those who may be dealing with underlying trauma. We are a recognised trauma informed practice school. In anticipation of likely triggers, examples of some preventative measures include movement breaks, sensory circuits, seating plans, training in particular conditions e.g. autism, and working closely with outside agencies such as New River College.

ADDITIONAL PASTORAL SUPPORT FOR INDIVIDUAL CHILDREN

Children for whom the usual behaviour steps are not sufficient, or who are at risk of exclusion, may be supported by an individual behaviour plan with targets to help them improve. These plans are shared with the child and their parent/carer or appropriate agency e.g. social workers. Their behaviour will be closely monitored. They and their parents or carers will receive regular feedback about progress in the form of regular phone calls, meetings, emails and/or home school books.

Additional resources available to support such children include the following:

- additional attention from a classroom assistant to keep them on track in class;
- additional teaching time, when appropriate;
- monitoring and support from the Senior Leadership Team;
- direct support from a member of the Pastoral Team;
- referral to specialist support agencies;
- advice to staff, pupils and parents; and
- advice to parents and carers on sources of support outside school (counselling etc.).

REWARDING RESPECTFUL BEHAVIOUR

Respectful behaviour will be recognised and rewarded through, for example:

- Verbal praise and encouragement;
- Whole class reward charts on display or via an online application e.g. ClassDOJO for each classroom;
- Golden certificates to praise good behaviour and good effort and to celebrate this with the whole school in assembly;
- Offer of a choice of activities at the teacher's discretion;
- Visits to other classes and members of staff for praise;
- Praise postcards sent home;
- Use of stickers and stamps; and
- Reward systems whereby children can earn individual, team or whole class rewards determined by the teacher.

BEHAVIOUR THAT IS UNACCEPTABLE IN SCHOOL

The following kinds of intentional behaviour are unacceptable in school:

- Racism, sexism, homophobia, child on child abuse (see Appendix 1 of our Child Protection policy), disability or religious prejudice; **Incidents will be recorded and reported to the appropriate authority, and parents will be informed.**
- Swearing and name calling;
- Physical aggression towards people or school equipment;
- Persistent refusal to work or to follow staff instructions;
- Persistent disregard of the whole school rights;
- Disruptive and disrespectful behaviour, including
 - o low level disruption, such as talking over the teacher, calling out when asked not to, talking when walking around the school in class lines or when entering and leaving assemblies, leaving seat/carpet without permission during learning time, making loud or inappropriate noises.
 - o negative responses e.g. eye rolling when staff remind children of what is expected
 - o not using good manners and the associated language of kindness
 - o disrespecting others' cultures
 - o disrespecting the school's resources e.g. being rough with equipment, misusing computing resources, mistreating toilet and cloakroom facilities
 - o disrespecting others' possessions e.g. taking coats, hats to hide or play with
- Bullying, including cyberbullying, prejudice-based and discriminatory bullying (see also our anti-bullying policy in the appendix of this document).

STEPS FOR ADDRESSING BEHAVIOUR THAT NEEDS TO CHANGE IN CLASS

Nursery and Reception

1. Look or name called or other gentle reminders
2. Redirection (change of activity)
3. Warning given
4. Time out*/break 2 minutes
5. Time out*/break 5 minutes
6. Time out* 5/break minutes in another room

With repeated misbehaviour individual parents are contacted to discuss the situation.

Visual Aid for Classroom Walls (Nursery and Reception)

What will happen if my behaviour needs to change? Nursery and Reception		
1 ↓		I will be told or shown that my behaviour needs to change.
2 ↓		Change what I am playing or where I am sitting.
3 ↓		I will receive a warning that I might need some 'time out' to reflect.
4 ↓		'Time out' to reflect.
5 ↓		Longer 'time out' to reflect.
6 ↓		'Time out' in another room to reflect.

Years One to Six

1. Look or name called or other gentle reminders
2. Warning given
3. Time out*/break in class for 5 minutes.
4. Time out*/break in another class for 10 minutes and attend a 'reflection' session at lunchtime.
5. Any further misbehaviour will result in another time out*/break in another class/room for a longer period, in consultation with a senior member of staff where possible.

Visual Aid for Classroom Walls (Years One to Six)

What will happen if my behaviour needs to change? Years One to Six		
1 ↓		I will be told or shown that my behaviour needs to change.
2 ↓		I will receive a warning that I might need some 'time out' to reflect.
3 ↓		I will have 'time out' to reflect.
4 ↓		I will have 'time out' in another class to reflect.
		I will attend a lunchtime 'reflection' session.

* During 'time out', children will not usually be asked to face a wall, unless seated at a table which faces a wall.

NOTES ON STEPS FOR ADDRESSING BEHAVIOUR THAT NEEDS TO CHANGE IN CLASS

- Children from Nursery to Year Three will have their warnings 'wiped' at the end of the morning session and at the end of the afternoon session. They may have their warning 'wiped' at the end of a learning session dependent on circumstances. Children in years four to six will usually have their warnings 'wiped' at the end of day only.
- If a child repeatedly shows disrespectful behaviour resulting in repeated 'reflections', a senior leader will support the situation. Alternative arrangements for sanctions may have to be introduced on a case-by-case basis and in consideration of possible SEND e.g. loss of playtime, privileges, trip and sports opportunities, being placed on report, prevented etc. (see also Offsite Visits below)
- Children sent to another classroom for time out/break will be sent to a class that is appropriate to the child's age and circumstances.
- Behaviour displays in the classroom will be positive only. Warnings will be recorded separately and discreetly (not on the classroom board). These displays will be reset each day.
- Supply teachers or other relevant staff will be given information by the school's office staff, on their arrival, about the school's behaviour management as per the procedures outlined above. Relevant SEND information will also be left by the class teacher.
- We display the child friendly, visual versions of these procedures in classrooms to support all children to access them. The aim is for teaching and learning to progress smoothly without disruption.
- The steps outlined above may only be fast-tracked for serious misbehaviour. Serious misbehaviour would be one of the following:
 - Physical aggression
 - Bullying
 - Swearing (dependent on their age and understanding)
 - Racism, sexism, homophobia, disability and/or religious prejudice; (dependent on their age and understanding)
 - Dangerous behaviour
- Children displaying behaviour which is not able to be managed in a classroom/playground environment may need the immediate attention (red card) of the Pastoral Leader / Senior Teacher / Assistant Head Teacher / Deputy Head Teacher / Head Teacher. Each class has a *red card*, which they can send with a pupil to alert the school office to contact the named people above.

During 2025-2026 we began using the terminology '*Ready, Respectful and Safe*' to help articulate our expectations of children's behaviour.

BEHAVIOUR WHICH NEEDS TO CHANGE OUTSIDE OF THE CLASSROOM

DURING BREAK AND LUNCH TIMES

- Staff might redirect a child who is showing that they are finding a break/lunch time difficult. e.g. encouraging them to join in a game or asking a Playground Leader to provide support.
- An adult will tell or show a child that their behaviour needs to change.
If behaviour does not change/improve the child will stand by/walk with a member of staff for five minutes. The adult will tell the child when five minutes is up.
- If unacceptable behaviour is repeated, following time out, the Senior Middy Meals Supervisor will be informed and the child may miss the rest of playtime;
- If behaviour is dangerous a senior member of staff will be called to deal with the situation;
- If a child has needed time out to reflect, the incident will be recorded by a midday supervisor in their 'blue book' and this will be passed on to the senior midday meals supervisor (who will contact parents and carers, if needed and will inform the class teacher).
- A senior member of staff may be consulted depending on the severity of the incident. • Children may need to work in a different room for the afternoon.
- Children may need to miss additional playtimes appropriate to the incident and the age of the child.
- Racism, sexism, homophobia and disability or religious prejudice; **Incidents will be recorded and reported to Islington, the governing body, and parents will be informed.**

Visual Aid for use at play and lunchtime

What will happen if my <u>behaviour</u> needs to change at lunchtime ?		
1 ↓		I will be told or shown that my <u>behaviour</u> needs to change.
2 ↓		I will stand by an adult to reflect.
3 ↓		I will leave the playground to reflect.

DURING ASSEMBLY

Children are expected to come into assembly silently, and sit without speaking (unless directed to do so) or disrupt using non-verbal methods e.g. gestures to make other children laugh. Children are not permitted to eat their playtime snack during assembly. If a child misbehaves during assembly they may be asked to move places. They may also be asked to stay behind to speak with the member of staff during the break time which immediately follows.

AT KIDS' CLUB / BREAKFAST CLUB / SCHOOL CLUBS / HOLIDAY PLAYScheme

The procedures outlined above are appropriate for use in the out of school care provisions, particularly the break time and lunchtime procedures.

BEYOND THE SCHOOL GATES

Pupils who behave in an unacceptable manner outside of the school premises (including online) might still be subject to consequences set out in this policy 'to such an extent that is reasonable' for misbehaviour when the pupil is:

- taking part in a school-organised or school-related activity;
- travelling to or from school;
- in some way they are identifiable as a pupil at the school; and/or
- displaying unacceptable behaviour at any time, whether or not conditions above apply, which:
 - o could have repercussions for the orderly running of the school;
 - o poses a threat to another pupil or member of the public; or
 - o could adversely affect the reputation of the school.

In all cases of such unacceptable behaviour, the teacher can only discipline the pupil when they return to school premises or elsewhere when the pupil is under the lawful control of the staff member.

OFF SITE VISITS

During off-site visits staff will follow the procedures above. A child might need time out in another classroom or to attend 'Reflection' when they return to school. If behaviour has needed disproportionate attention from a member of staff, parents or carers will be called and the child might be prevented from attending the next trip.

If a member of staff is reluctant to take any child on a school trip, due to repeatedly concerning behaviour in school, the Head Teacher or other member of the Senior Leadership Team (SLT) will be consulted and, with the parents' knowledge, the child may be prevented from attending the trip.

The Head Teacher (or SLT) and parents will be consulted in advance and warnings given that the child might be prevented from attending the trip, if the behaviour continues to cause concern. However, there may be instances when warnings and a chance to improve may not be possible, such as serious misbehaviour immediately preceding the day of the trip. The health and safety of children and staff is crucial during any outing or event e.g. sports days, swimming. Anyone who poses a challenge to this may be prevented from attending off-site visits until further notice.

YEAR SIX RESIDENTIAL TRIP

Parents and carers have a responsibility for upholding the school's expectations of behaviour. If for any reason a child is deemed unsuitable to attend the residential they will not be allowed to go. If a child's behaviour, once away on a residential trip, does not meet the school's or provider's expectations, parents or carers will be asked to collect their child from the site. The terms and conditions of the residential provider will apply to payments already made.

REFLECTION

Children attending lunchtime Reflection will be supervised by a member of the Senior Management Team. Children will be supported to reflect on their behaviour, using the Zones of Regulation and the Whole School Rights. They will complete a reflection form orally, pictorially or

handwritten (in consideration of their age and needs) explaining what they did, how it affected others and how they can do better in the future. SMT monitors the frequency of repeated attendees and, along with the class teacher and Pastoral Lead, will engage with parents and agencies as required to work to support a child's difficulty with behaviour. SMT will ensure that any child attending Reflection will have been allowed to eat, drink, and use the toilet.

RESTORATIVE CONVERSATIONS

We work restoratively to help ensure that relationships are stronger and learning about behaviour is more effective. At times, it will be appropriate to hold a restorative conversation. This may involve more than one child and is led by a member of staff.

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved.
3. What needs to happen to put things right or to make things better in the future.

CONFISCATED ITEMS

The general duty to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

School staff can search a pupil for any item if the pupil agrees. If necessary, we will exercise our responsibility to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- e-cigarettes;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury, offence or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

When searching, whenever possible, we will have another member of staff present.

Weapons and knives and extreme pornography or child sexual abuse material will always be handed over to the police; otherwise we will keep a confiscated item until the parent is able to collect it at a mutually agreeable time.

USE OF REASONABLE FORCE

Staff are familiar and comply with the following document:

[Restrictive interventions, including use of reasonable force, schools Guidance for Schools in England April 2026](#)

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence

3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Force is used to control or restrain and is reasonable in the circumstances – meaning using it as a last resort; using it in a way that maintains the safety and dignity of all concerned; using no more force than is needed; and never using it as a punishment. All staff who are likely to need to use reasonable force are adequately trained.

The situations in which reasonable force may be used include:

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - used as a safety measure to protect others from harm when a child is experiencing high levels of emotional or behavioural dysregulation. Seclusion will not be implemented by staff through threat of punishment.

- children who regularly need protection through restraint (e.g. when rushing out of the classroom and/or trying to leave the school premises) will have the procedure and recommendations written into their individual risk assessments
- preventing a pupil from hurting themselves, another pupil or a member of the school community; or
- committing an offence.

All incidents of restraint will be recorded on CPOMS (our Child Protection database) and reported to parents.

Physical contact

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary e.g. holding a pupil's hand, comforting a distressed pupil, when a pupil is being praised, demonstrating the use of a musical instrument, demonstrating in PE and First Aid.

Staff are familiar and comply with the following document:

[Restrictive interventions, including use of reasonable force, schools Guidance for Schools in England April 2026](#)

PUPIL EXCLUSIONS

Please see William Tyndale Suspension and Permanent Exclusions policy for full details.

Severe unacceptable behaviours can result in a suspension or a permanent exclusion, as decided by the Head Teacher or another senior member of staff with delegated responsibility as Acting Head Teacher.

In cases of repeated disrespectful or unacceptable behaviour parents or carers will be asked to meet the Head Teacher to discuss the situation. Children will be given a final warning that they could be suspended or excluded from school and will be supported by a pastoral support plan to help change the misbehaviour. If this is not successful, parents will be notified of the period of suspension or exclusion and the reason(s) for it.

Parents have a right to make representations to the governing board, subject to the length and

type of suspension or exclusion. Where practicable, all those with parental responsibility will be invited to be involved in the process. Children may be encouraged to participate in the exclusion process.

Upon return to school after suspension, the child and parent or carer will be offered an appointment to meet with the Head Teacher, before returning to class. Children must show everyone that they are improving and will use the support provided to help. Children can be suspended again if misbehaviour is repeated.

In extreme cases of unacceptable behaviour children could be suspended or excluded from school without prior warning. The behaviour of a child outside of school can be considered grounds for suspension or exclusion.

In the event of a permanent exclusion, whether or not a school recognises a pupil as having SEND, all parents have the right to request the presence of a SEND expert at a review meeting. The SEND expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEND in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil.

When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head Teacher should accept that something happened if it is more likely that it happened than that it did not happen.

The document in this link contains more information about the school's legal responsibilities in the event of a pupil suspension or exclusion.

<https://www.gov.uk/government/publications/school-exclusion>

ALLEGATIONS MADE AGAINST MEMBERS OF STAFF (Please also see William Tyndale Child Protection policy for more detail)

Any allegations of inappropriate conduct made by a child or a family member against a member of staff will be treated very seriously. As such, any allegation will be thoroughly investigated by the school and governing body and if necessary by external agencies. A member of staff will not automatically be suspended if they have been accused of misconduct, pending an investigation. A quick resolution of the allegation is a priority and all unnecessary delays will be avoided.

If, after a thorough investigation, the allegation is found to be unsubstantiated and without evidence to prove it, the child and the family will be required to apologise in person and / or in writing to the member of staff. False allegations are viewed seriously as they can be very damaging to all members of the school community and in particular to the staff member. Malicious allegations will be removed from personnel records and references.

ACTION IN RESPECT OF UNFOUNDED OR MALICIOUS ALLEGATIONS If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care to determine whether the child concerned needs services, or may have

been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.

The parents or carers will also be asked to sign a statement stating that the allegation was properly investigated and that they accept the outcome of the investigation.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

To help establish good behaviour in school we need to work in partnership with parents and carers. When we contact parents about their child/ren's behaviour, we are seeking to solve a problem together not to blame or give parents a "telling off". We know that shared trust between home and school can make a significant difference to a child's behaviour. We are also happy to help and advise parents about difficulties with behaviour they may be experiencing at home.

We work with parents and carers in the following ways:

- We believe that parental involvement in school is essential and we will endeavour to encourage this;
- All members of staff are available by appointment should an issue require an in-depth discussion;
- Parents and carers of all new children at our school have access to this policy; and
- Teachers will contact parents if there are issues that need to be discussed.

We expect that parents and carers will:

- share concerns and suggestions with us in line with the school's procedures. Don't always wait for us to contact you;
- make sure their child/ren understand that they agree with the views about acceptable and unacceptable behaviour at school;
- talk to the school about any problems between children. Please do not become involved in disputes with other parents or approach their children;
- join us in modelling good behaviour for all children on the premises;
- not send abusive messages to another member of the school community, including via text, email or social media;
- refrain from posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms, including class WhatsApp groups or similar; and
- refrain from chastisement of their own children, including raising their voice or hitting. If this behaviour is observed school staff may refer the matter to social services.

Our school will not tolerate violence, threatening behaviour, aggression, intimidation, disrespect and abuse by parents or carers, against school staff or other members of the school community. This includes face-to face as well as online. All members of the school community have a right to expect that their school is a safe place in which to work and learn.

Unacceptable behaviour towards staff or members of the school community will not be

tolerated and may lead to a fixed term ban from the school premises.

APPENDIX

ANTI BULLYING POLICY

William Tyndale's Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are encouraged to tell, knowing that incidents will be dealt with promptly and effectively. We are a *TELLING SCHOOL*. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

William Tyndale's Definition of Bullying

'Bullying is when you deliberately keep making someone unhappy.

You know you are bullying when you are choosing to hurt or upset someone with unkind words or actions again and again.'

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Online All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

The above list is not an exhaustive one.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils, parents and carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay the bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone; or
- is nervous and jumpy when a phone or online message is received

These signs and behaviours could indicate other issues, but bullying will be considered a possibility and should be investigated.

Parents can help by:

- watching out for these signs. These may not always be obvious - come and talk with us if you are not sure or have concerns.
- telling your child's teacher, the Head Teacher, Deputy, an Assistant Head Teacher or the Pastoral Leader if you have concerns;
- working with the school to establish the facts and supporting the child; and ● letting us know if incidents arise, until the situation has been resolved.

Some children who bully are, themselves, victims of bullying. As well as dealing with children who

demonstrate bullying behaviour, we acknowledge that we need to work with children who are victims of this behaviour, particularly if they have been bullied over a period of time and in different contexts or situations, to help raise their self-esteem and help regain their confidence. Sometimes we also need to teach children strategies to avoid others' unkind or bullying behaviours towards them.

PROCEDURES

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This policy also applies to bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.
- A clear account of the incident will be recorded and given to the class teacher.
- The class/senior/deputy/head teacher will interview all concerned and will record the incident.
- Class teachers and other relevant members of staff will be kept informed. ● Parents or carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned (see below).

If a child feels bullied they should:

- report all bullying incidents to staff as soon as possible;
- tell staff about all the things that led up to the bullying;
- ask a friend to help talk if they like; and
- tell us again if the bullying is repeated.

Other people they can tell:

- a parent or another adult at home; or
- an older brother or sister.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the pupil;
- offering continuous support; and
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrongdoing and need to change; and
- informing parents or carers to help change the attitude of the pupil.

OUTCOMES

- Procedures outlined in the school's behaviour policy
- Official warnings to stop

- Exclusion from certain areas of school premises
- Parents will be informed and may be asked to come in to discuss
- Suspension
- Permanent exclusion
- Attempts will be made to help a child who bullies to change their behaviour
- A child who bullies may be asked to apologise with sincerity
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Within the curriculum, the school will raise the awareness of the nature of bullying through its inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

PREVENTION

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these include:

- supporting children's understanding of The Children's Rights;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly; ● making up role-plays;
- having discussions about bullying and why it matters;
- discussion time in class; and
- Pastoral Leader support/intervention.

If a pupil reports bullying off the school premises, a range of steps may be taken such as:

- talking to the local police about problems on local streets (if necessary seeking a police presence at trouble spots);
- talking to the transport company about bullying on buses and trains;
- talking to the head of another school whose pupils are bullying off the premises; ● mapping safe routes to school, and telling pupils about them; and
- talking to pupils about how to avoid or handle bullying outside the school premises.

HELP ORGANISATIONS:

NSPCC <https://www.nspcc.org.uk/> Childline <https://www.childline.org.uk/> Child Exploitation and Online Protection (CEOP) <https://www.ceop.police.uk/safety-centre/> Advisory Centre for Education (ACE) <http://www.ace-ed.org.uk/> Children's Legal Centre <https://www.childrenslegalcentre.com/> Kidscape <https://www.kidscape.org.uk/>

This policy was reviewed by teachers and teaching assistants and ratified by the Senior Leadership Team in **July 2026**.