

Sarum St Paul's Church of England (VA) Primary School



Behaviour and Relationships Policy (including Anti-Bullying)

2026/27

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Key Personnel:

Role	Name
Headteacher and Pastoral Lead	Hannah Easthope
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Governor for behaviour and safety	Caroline Chitty

Our Vision

Rooted in Love, Growing Together

At Sarum St Paul's Church of England Primary School, our vision of "Rooted in Love, Growing Together", inspired by St Paul's prayer to the Christians in Ephesus (Ephesians 3:17-18), is at the heart of our approach to behaviour and relationships.

Rooted and grounded in love, we believe that strong, positive relationships provide the foundation from which children can feel safe, learn and flourish. We recognise that behaviour is a form of communication and seek to understand what children may be communicating, while maintaining clear and consistent expectations for all.

Our values of Love, Community, Courage and Growth guide the way we treat one another, repair relationships when things go wrong and support children to take increasing responsibility for their choices. Through calm, consistent and relational practice, we help children to regulate, learn from their experiences, put things right and grow.

Introduction

At Sarum St Paul's CofE (VA) Primary School, we are committed to creating a calm, safe, inclusive and purposeful environment in which everyone is able to learn, develop positive relationships and flourish.

Our approach to behaviour is relational, restorative and inclusive, with clear and consistent expectations for all children. We explicitly teach the behaviours and routines we expect and respond to behaviour in a calm, predictable and proportionate way.

We recognise that children may need different levels of support to meet our expectations. Where appropriate, reasonable adjustments and individualised approaches are used alongside our universal expectations. Children are supported to regulate, reflect, take responsibility for their actions and repair relationships when things go wrong.

This policy provides a consistent framework for behaviour and relationships across the school so that children, staff and Parents and Carers understand our expectations and approach.

Aims

This policy aims to:

- establish clear and consistent expectations for behaviour across the school
- promote positive behaviour, self-discipline and respect
- create an environment in which children feel safe, valued and ready to learn
- support children to develop emotional awareness, regulation and increasing responsibility for their behaviour
- promote positive relationships and provide opportunities to reflect, repair and learn when things go wrong
- ensure that children who require additional support are provided with appropriate reasonable adjustments and individualised approaches
- provide clarity and consistency for children, staff and Parents and Carers

Legislation and Guidance

This policy has regard to relevant Department for Education (DfE) guidance, including:

- Behaviour in Schools: Advice for headteachers and school staff
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Searching, Screening and Confiscation: Advice for schools
- Restrictive interventions, including the use of reasonable force, in schools
- Mental Health and Behaviour in Schools
- Supporting pupils at school with medical conditions
- Preventing and Tackling Bullying
- Mobile Phones in Schools

It also operates within the requirements of relevant legislation and statutory guidance, including:

- Education and Inspections Act 2006
- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Keeping Children Safe in Education
- Working Together to Safeguard Children

The school will have regard to the most recent versions of relevant statutory guidance and Department for Education advice.

Related Policies

This policy should be read alongside other school policies relevant to the behaviour, welfare and safety of children, including: Safeguarding and Child Protection Policy, Staff Behaviour Policy, Health and Safety Policy and SEND Policy.

Roles and Responsibilities

Governors

Governors play a strategic role in ensuring that the school's approach to behaviour reflects its vision and values.

They will:

- Provide and regularly review a written statement of behaviour principles (Appendix B).
- Work in partnership with senior leaders to ensure that:
 - The curriculum actively supports the development of personal, social and emotional skills, emotional intelligence and positive mental health.
 - Staff receive high-quality training in approaches that build pupils' ability to understand, regulate and manage their own behaviour, including co-regulation.
 - Policies are aligned and collectively promote a consistent, relational and values-driven approach to behaviour.
- Monitor the effectiveness of the behaviour policy through regular review, challenge and support.

Headteacher

The headteacher has overall responsibility for the implementation and impact of this policy.

They will:

- Ensure the policy is implemented consistently and in line with the school's vision and values.
- Promote a culture where behaviour is understood as communication and relationships are central.
- Ensure the health, safety and wellbeing of all pupils and staff.
- Ensure that accurate records are kept of serious incidents and the actions taken.
- Support staff to implement the policy effectively through training, coaching, monitoring and feedback.
- Regularly evaluate the impact of the policy and report to governors as required.

Staff

All staff are responsible for creating a positive, safe and consistent environment where all pupils can thrive.

They will:

- Model the school's values and consistently demonstrate respectful, calm and relational behaviour.
- Explicitly teach, model and reinforce behaviour expectations.
- Use consistent language, including recognising dysregulation and supporting pupils to regulate.
- Respond to behaviour calmly, consistently and fairly, using agreed approaches.
- Build positive relationships with pupils, using co-regulation and support to develop independence over time.
- Provide appropriate challenge and support so that all pupils can engage successfully in learning.

Pupils

Pupils are supported and expected to take an active role in their behaviour and learning.

They will:

- Follow the school's expectations and values.
- Take increasing responsibility for their behaviour and choices.
- Engage positively in learning and relationships.
- Work with adults to reflect on and improve their behaviour.

Parents and Carers

Parents and carers are key partners in supporting positive behaviour.

They will:

- Support the school's values and behaviour approach.
- Work in partnership with staff to promote positive behaviour and wellbeing.
- Engage in communication with the school to support their child effectively.

Our School Rules: Ready, Respectful, Safe

At Sarum St Paul's, we have three clear and consistent rules:

- Ready
- Respectful
- Safe

These rules are explicitly taught, modelled and reinforced across the school and apply in all contexts.

What this looks like in practice

❖ Ready

Children are ready to learn and engage positively in school life.

This includes:

- coming to school on time and prepared for learning
- listening carefully and following instructions
- being focused and trying their best
- moving quickly and calmly between activities

❖ Respectful

Children show respect to others, themselves and the environment.

This includes:

- using kind words and actions
- listening to others
- valuing differences
- taking care of school property and resources
- following adult instructions first time

❖ Safe

Children behave in a way that keeps themselves and others safe.

This includes:

- keeping hands, feet and objects to themselves
- moving safely around the school
- using equipment appropriately
- making sensible choices during playtimes and transitions
- telling an adult if something feels unsafe

Teaching and Reinforcing Expectations

These expectations are:

- explicitly taught through daily classroom practice, collective worship and PSHE
- modelled consistently by all staff
- revisited regularly, particularly after holidays or when needed
- supported through visual prompts and consistent language

Routines and Consistency

At Sarum St Paul's CE Primary School, we recognise that clear, consistent routines are essential in creating a calm, safe and purposeful learning environment. Routines reduce uncertainty, support children to regulate and enable all pupils to meet our expectations of being Ready, Respectful and Safe.

All staff are expected to explicitly teach, model and consistently reinforce agreed routines across the school. Routines are taught and practised, particularly at the start of the year and following holidays, and are regularly revisited to ensure they are embedded. Through consistent adult modelling and reinforcement, children experience the same expectations regardless of class, phase or adult.

Where routines are not followed, staff respond consistently using the school's agreed behaviour approach, supporting children to understand expectations and put things right.

Consistency in routines ensures that children feel safe and secure, expectations are clear and predictable, transitions are calm and purposeful and learning time is maximised. All staff share responsibility for upholding these routines at all times.

Whole School Routines/ Expectations

The following routines are established and used consistently across the school:

Calm Corridors

Children move around the school in a calm and orderly manner.

This includes:

- walking quietly
- showing awareness of others
- moving in a way that is safe and respectful

Legendary Lines

Children line up quickly, calmly and respectfully.

This includes:

- standing in order without pushing or calling out
- facing forwards and listening to adults
- being ready to move when instructed
- demonstrating pride in presentation and behaviour

Wonderful Walking

Children walk around the school in a safe and purposeful way.

This includes:

- walking at all times indoors
- keeping hands and feet to themselves
- maintaining appropriate personal space
- responding promptly to adult direction

Meet and Greet

Children are welcomed into the classroom by an adult in a calm, positive and consistent manner, setting the tone for learning.

This includes:

- adults greeting each child in a warm and consistent manner
- children responding to the greeting politely
- entering the classroom calmly and quietly

Behaviour at Playtimes and Lunchtimes

Our expectations of being Ready, Respectful and Safe apply equally at playtimes and lunchtimes. All adults supervising children share responsibility for actively reinforcing these expectations and responding when they are not met.

Playtime and lunchtime are important opportunities for children to develop positive relationships, independence and social skills. Adults should be visible, attentive and proactive, noticing positive behaviour as well as intervening promptly when expectations are not being met.

Responding to Behaviour

Staff use the same agreed behaviour response as they would at any other point in the school day:

Reminder → Choice → Consequence → Think and Co-regulate → Repair and Reset

Adults should not ignore behaviour because it has happened during playtime or leave an incident for another member of staff to deal with later where it can reasonably be addressed at the time.

Consequences should be proportionate and logically connected to what has happened. Before repair takes place, adults should consider whether the child needs time, support or co-regulation to think about what has happened and become ready to put it right. For example:

- a child using equipment unsafely may temporarily stop using that equipment
- a child who has deliberately made a mess or damaged something should be supported to put it right once they are calm and ready
- children who have fallen out may need supported reflection, co-regulation and repair before returning to play together
- a child repeatedly not following expectations in a particular area may spend a short period away from that area before being supported to return successfully
- where a child has hurt or significantly upset another child, adults should ensure that the incident is addressed and appropriate repair takes place when all children are ready

Removing the whole of a child's playtime should not be used as a routine consequence.

Serious or Repeated Incidents

Where behaviour is serious, unsafe, repeated or cannot be resolved appropriately by the supervising adult, additional support should be sought. Relevant information must be passed to the class teacher and, where appropriate, a senior leader.

Significant incidents and patterns of concern should be recorded in accordance with the school's agreed recording procedures. Parents and Carers will be informed where appropriate.

Staff should not assume that another adult has dealt with an incident. Where responsibility is handed over, there should be clear communication about what has happened and what action has already been taken.

Children with Individual Plans

Staff supervising playtimes and lunchtimes must be familiar with the relevant Risk Management Plans and agreed strategies for children they are likely to support.

Reasonable adjustments and individualised approaches continue to apply during less structured parts of the school day. Where an agreed strategy is not working, this should be communicated so that the child's plan can be reviewed rather than individual adults developing different responses.

Our Shared Responsibility

Behaviour at playtime and lunchtime is the responsibility of the adults supervising at that time. Class teachers and senior leaders will provide additional support where needed, but this does not replace the responsibility of the supervising adult to notice, challenge and respond to behaviour consistently.

We notice it. We address it. We help children think, regulate and put it right.

Our Approach to Behaviour

We use a relational and restorative approach where:

- adults model calm, respectful behaviour
- expectations are clear and consistently applied
- positive behaviour is recognised and reinforced
- children are supported to reflect and improve

We believe that children must understand expectations and be supported to meet them, including following adult instructions.

All staff understand the positive impact of certainty as much as consistency on children at Sarum St Paul's and respond with a high level of predictability with all behaviour.

Staff ensure:

- their interactions with children about behaviour consistently reinforce our expectations of being Ready, Respectful and Safe
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

Language and Communication

At Sarum St Paul's CE Primary School, we recognise that the language used by adults shapes how behaviour is understood and responded to. We are committed to using language that is respectful, accurate and supportive of children's development.

We understand that behaviour is a form of communication. As such, we use language that focuses on understanding rather than judgement, supports children to reflect and improve, maintains dignity and positive relationships and reinforces our expectations of being Ready, Respectful and Safe.

Staff avoid language that labels, shames or escalates situations. Instead, we use consistent, calm and professional language that helps children to regulate and make better choices.

All adults communicate with children in a calm, respectful and consistent manner. Staff use clear and simple instructions to support understanding and ensure that expectations are accessible to all children.

Time is given for children to process and respond, recognising the importance of take-up time in supporting positive behaviour. Adults avoid raising their voice unless it is necessary to ensure immediate safety and always address the behaviour rather than the child. Through this approach, adults model emotional regulation, reduce the likelihood of escalation and support children to feel safe, understood and ready to make positive choices.

Agreed Language

Staff use the following shared language across the school:

- **"Dysregulated"** rather than "kicking off" or "out of control"
- **"Struggling to regulate"** rather than "naughty" or "difficult"
- **"Not yet meeting expectations"** rather than "refusing"
- **"Making an unsafe choice"** rather than "being bad"
- **"Ready, Respectful, Safe"** to reinforce expectations
- **"Let's try that again"** to support correction
- **"I'm here to help you"** to reinforce adult support

Rewards and Consequences

Rewards and Recognition

At Sarum St Paul's CE Primary School, positive behaviour is recognised and reinforced in ways that are meaningful, manageable and consistent. Our aim is to develop children's intrinsic motivation, confidence and sense of belonging rather than relying on frequent tangible rewards.

Specific, immediate verbal praise is our primary form of recognition. Adults name the behaviour they have noticed and link this, where appropriate, to Ready, Respectful and Safe or our School Values of Love, Community, Courage and Growth.

Whole-school recognition

To keep recognition simple and purposeful, the following form our core whole-school approach:

specific and targeted verbal praise

Ask Me Why? stickers for behaviour, effort or contribution that is particularly worthy of recognition

house points to recognise positive choices, contribution and the school's expectations

weekly Living Our Values Awards

positive communication with Parents and Carers where this will be particularly meaningful

Staff may also celebrate learning and success in age-appropriate ways, but additional reward systems should not become an expectation or compete with the agreed whole-school approach. Following Ready, Respectful and Safe is an expectation for all children; recognition helps children understand what they are doing well and encourages them to continue.

Responding When Expectations Are Not Met

At Sarum St Paul's, adults respond to behaviour calmly, consistently and proportionately. Our aim is to help children understand expectations, take responsibility, repair harm where necessary and return successfully to learning and positive relationships.

For most everyday behaviour, staff use the following response. Regulation support may be needed at any point and is not a stage that a child must reach.

1. Reminder

Give a clear, calm reminder of the expected behaviour, linked wherever possible to Ready, Respectful or Safe. Give appropriate take-up time so that the child has an opportunity to respond.

2. Choice

If the behaviour continues, give a clear instruction and explain the logical consequence if the child chooses not to meet the expectation. Adults avoid repeated warnings, lengthy discussion or entering into an argument.

3. Consequence

If the expectation is still not met, the stated consequence is followed through calmly. Consequences are proportionate and, wherever possible, logically connected to the behaviour.

Examples may include:

- completing unfinished learning at another appropriate time
- practising an expected routine again
- moving to a different working space or working nearer an adult
- repairing, tidying or putting right something that has been affected
- using a short part of social time for reflection, repair or completion where this is appropriate
- temporarily not accessing an activity, resource or privilege where this is directly linked to the behaviour

Consequences must never be humiliating, excessive or unrelated to the behaviour. Staff take account of the child's age, development, SEND, disability and any agreed reasonable adjustments.

4. Think and Co-regulate, then Repair and Reset

Before repair takes place, adults consider whether the child needs time, support or co-regulation to think about what has happened and become ready to put it right.

Where behaviour has affected another person or the wider community, the child is supported to put things right. This may include a restorative conversation, an appropriate apology, repairing damage or practising a more appropriate response. Once the incident has been addressed, the child is welcomed back to learning and given a fresh start.

The aim is always to return the child to successful learning and positive relationships as quickly as possible.

Regulation Within the Behaviour Response

A child may need support to regulate before they are able to respond to an instruction, reflect or repair. Regulation can therefore be used at any point in the response. It is not a reward or a punishment and does not remove accountability for behaviour.

Adults may use agreed strategies such as calm spaces, movement, breathing, a calm box, reduced language, take-up time or adult co-regulation. Once the child is regulated, adults return to the expectation, consequence or restorative conversation as appropriate.

When the Universal Approach Is Not Enough

The universal behaviour approach is the starting point for all children. We recognise that some children with additional needs require reasonable adjustments or individualised approaches to enable them to meet expectations successfully and safely. This does not mean that expectations disappear or that unsafe behaviour is accepted.

Where the universal approach is repeatedly not working for an individual child, staff should raise this with the class teacher and appropriate senior leader or SENCO. Staff should not independently create increasingly severe consequences or different systems. The child's needs, patterns of behaviour, provision and agreed strategies should be reviewed.

Risk Management Plans

Where a child presents with behaviour that is complex, persistent or may present a foreseeable risk to themselves or others, a Risk Management Plan will be put in place. The plan provides a clear and consistent approach for supporting the child and managing identified risks.

Risk Management Plans may include:

- known triggers, early signs and patterns of behaviour
- preventative strategies and reasonable adjustments
- approaches to regulation and co-regulation
- agreed language and adult responses
- strategies that should be used or avoided
- responses to escalating or unsafe behaviour
- arrangements for seeking additional adult support
- appropriate consequences, reflection and repair
- arrangements for returning successfully to learning
- any additional measures needed to maintain the safety of the child and others

Sharing Risk Management Plans

Risk Management Plans must be accessible to all staff who may work with or have responsibility for the child. Relevant staff must understand the strategies and responses they are expected to use. This may

include teachers, teaching assistants, lunchtime staff, office staff, club staff, supply staff and other adults who regularly work with the child.

Staff are responsible for familiarising themselves with the Risk Management Plans relevant to the children they work with. Significant updates must be shared promptly with relevant staff.

Reviewing Risk Management Plans

Risk Management Plans are working documents and must reflect the child's current needs. They will be reviewed at least half-termly and sooner following a significant incident, a meaningful change in behaviour or circumstances, or where agreed strategies are no longer effective. Reviews should include the child and Parents and Carers where appropriate.

Where staff believe that a plan is not sufficiently supporting the child or managing identified risks, this should be raised promptly with the class teacher and appropriate senior leader or SENCO so that the plan can be reviewed.

Consistency for children with additional needs means consistently following the agreed individual plan, not necessarily giving every child an identical response.

Serious or Unsafe Behaviour

The stepped response does not need to be followed sequentially where behaviour presents an immediate risk to the child or others, or where an incident is sufficiently serious to require immediate intervention. The immediate priority is safety.

Serious incidents may include significant unsafe behaviour, physical aggression, serious damage to property or persistent behaviour that significantly disrupts the safety, learning or wellbeing of others.

In these circumstances:

- staff intervene calmly to make the situation as safe as possible
- additional adult or senior leader support is sought where required
- the child is supported to regulate
- Parents and Carers are informed where appropriate
- the incident and actions taken are recorded in accordance with school procedures
- any relevant Risk Management Plan or support plan is reviewed
- appropriate reflection, repair, consequence and reintegration follow once the child is able to engage

Where necessary, further action may include temporary removal from the classroom or learning environment, structured time in an alternative space, suspension or permanent exclusion. Decisions are made on a case-by-case basis and in line with statutory guidance.

Co-regulation and Self-regulation

At Sarum St Paul's CE Primary School, we recognise that children's ability to regulate their emotions and behaviour develops over time. Many children require adult support to regulate, particularly when they are overwhelmed or distressed.

Adults support this through co-regulation, providing a calm, consistent and reassuring presence. This includes using clear language, giving time and space to regulate and helping children to understand their feelings. Through repeated experiences of co-regulation, children develop the skills needed for self-regulation. While support is provided, expectations remain clear. Co-regulation enables children to follow instructions, engage in learning and take responsibility for their behaviour. It does not remove expectations but supports children to meet them.

Suspension and Exclusion

Suspension or permanent exclusion will always be used as a last resort. In such cases, the school will work closely with parents and, where appropriate, external agencies including Wiltshire Council SEND and pupil support services, the police and social care, to ensure that the pupil is supported and kept safe during any period of exclusion and beyond.

Suspension or permanent exclusion will only be used in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to suspend or permanently exclude will be made by the headteacher on a case-by-case basis, taking into account the pupil's age, stage of development, individual needs and the context of the behaviour. Permanent exclusion may be considered for a one-off serious incident or as a result of a pattern of repeated breaches.

In all cases, the school will follow statutory guidance to ensure that any decision is lawful, reasonable, fair and proportionate. The school will also consider its duties under the Equality Act and SEND Code of Practice, ensuring that appropriate support and reasonable adjustments have been explored where relevant.

Where appropriate, the school will work with parents and external agencies to support the pupil's reintegration or next steps and to reduce the risk of further incidents.

Restrictive Interventions and Reasonable Force

Sarum St Paul's is committed to minimising the need for restrictive interventions through positive relationships, appropriate support, prevention, early intervention, co-regulation and de-escalation. Restrictive interventions are not used as a routine behaviour management strategy or as a punishment.

In line with Department for Education guidance, all members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force means using no more force than is necessary, for the least amount of time, in response to the circumstances.

Reasonable force may be used where necessary to prevent or stop a child from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder. Any decision to use force will take account of the circumstances, the child's age, any SEND, disability or other vulnerability, and whether an alternative strategy that does not involve physical contact can be used.

Where restrictive intervention is foreseeable for an individual child, preventative strategies and agreed responses should be included within the child's Risk Management Plan or other relevant support plan. Plans should be developed and reviewed with the child and Parents and Carers where appropriate and reviewed following a significant incident.

Seclusion

Seclusion is a non-disciplinary safety intervention in which a child is kept away from others and prevented from leaving. It must not be used as a punishment or in response to deliberate or wilful misbehaviour.

Seclusion should only be used as a safety measure to protect others from harm when a child is experiencing a high level of emotional or behavioural dysregulation. The space used must be safe and should not feel threatening or intimidating. The child must be supervised throughout and allowed to leave as soon as the immediate risk of harm has reduced.

Recording and Reporting

The school will maintain procedures that meet the statutory recording and reporting requirements for restrictive interventions.

Each significant incident in which a member of staff uses force on a child must be recorded as soon as practicable after the event. Staff should endeavour to complete the written record no later than the same day. The record will include relevant details of the incident, the circumstances and known triggers, preventative or de-escalation strategies used, why the intervention was considered necessary, the nature and duration of the intervention, any injuries and any post-incident support.

Every incident of seclusion and any restraint incident that is required to be recorded under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 will also be recorded as soon as practicable, with staff endeavouring to do so no later than the same day.

Parents and Carers will be informed of reportable incidents as soon as practicable and the school will endeavour to do this no later than the same day. Information will be provided in writing in accordance with the statutory requirements, subject to the limited safeguarding exceptions set out in the legislation and guidance.

Following an incident, appropriate support will be offered to the child and staff involved. The school will consider what can be learned from the incident, including whether triggers, preventative strategies, reasonable adjustments or the child's Risk Management Plan need to be reviewed.

Training, Monitoring and Oversight

Staff who are likely to need to use reasonable force or other restrictive interventions will receive appropriate training in safe and lawful use, prevention and de-escalation. The governing body and school leaders will monitor compliance with recording and reporting procedures and review relevant data to identify patterns, inform improvement and consider whether restrictive interventions are being used disproportionately for particular groups of children.

Banned Items

To maintain good order and safety of our community, certain items are banned from the school:

- weapons (including replicas and toys, and knives of any kind)
- alcohol, tobacco, vapes or illegal drugs
- pornography
- cigarette lighters, matches, fireworks and flares
- Mobile Phones (YR – Y4). In Year 5 and 6 these must be switched off once on the school site and handed in.

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/unlawful item on their person or in their bag/equipment.

The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

Anti-Bullying

Sarum St Paul's CE Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

What is Bullying?

We use the Anti-Bullying Alliance definition of bullying:

“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”

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms. It is a behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching inappropriate / unwanted physical contact etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional / indirect / segregation – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Threat with a weapon
- Damage to personal property
- Theft
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Motivated by actual or perceived difference

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with dignity and respect. Pupils who are bullying need to learn different ways of behaving. We accept that bullying can occur at Sarum St Paul's. Every member of the school community takes responsibility to prevent bullying and respond promptly and effectively to incidences of bullying.

Prevention

In order for Sarum St Paul's CE Primary School to be an inclusive, safe environment where all learners thrive with respect and dignity, prevention of bullying is key. Bullying is prevented through the curriculum, the application of the positive behaviour policy, safeguarding practices, clear systems for identifying, reporting and tackling bullying and leaders with a responsibility for anti-bullying.

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum, including through targeted work in Anti-Bullying Week, children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions. Stereotypes are challenged by staff and pupils across the school. Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council.

We will work with parents and carers, and in partnership with community organisations to tackle bullying, where appropriate.

Children are taught the following phrase to use when they feel uncomfortable with others actions. They are also taught how to respond if they hear another child say it to them.

'Please stop it, I don't like it'

They also learn **STOP**. That bullying is:

Several Times On Purpose

And that they need to:

Start Telling Other People

Intervention

Despite all of our strategies for preventing bullying, we know that it occurs and expect anyone who see or experiences bullying to tell a member of staff as soon as possible. Children must recognise that the school will not accept bullying. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system below.

Children and parents must report bullying to a member of staff immediately. This will then be escalated to a member of the Senior Leadership Teacher who will either investigate this or pass this to the most appropriate member in order to deal with the situation promptly and effectively. This member of staff will then work with class teachers to ensure a positive resolution.

Parents and children can speak to any member of staff in school about bullying behaviour as well as children being able to share this in their class worry box.

There may also be times when a child may indicate through their behaviour that they are being bullied. At Sarum St Paul's we will be alert to the following indicators:

- 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
- change in learning behaviour
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- has unexplained cuts or bruises
- comes home hungry (lunch has been taken)
- becomes aggressive, disruptive or unreasonable
- is showing bullying behaviour to other children or siblings
- stops eating
- is frightened to say what is wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. NB: This is not an exhaustive list.

Cyber Bullying

Cyber Bullying is a form of bullying and is managed and dealt with in the same way.

The Malicious Communications Act of 1988 makes it an offence for:

Any person who sends to another person:

- a letter, electronic communication or article of any description which conveys:
 - a message which is indecent or grossly offensive
 - a threat
 - information which is false and known or believed to be false by the sender
- any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.

Bullying Outside of School

Reported incidents of bullying outside of school will be dealt with seriously and appropriately, depending on the incidents and circumstances.

The Department for Education released the following statement in regards to bullying outside of school premises: *“Headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, e.g. on public transport or in a town centre.”*

Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school “to such an extent that is reasonable.”

Responding to Bullying

When bullying has been reported or we become alerted to incidences of bullying, the following actions will be taken:

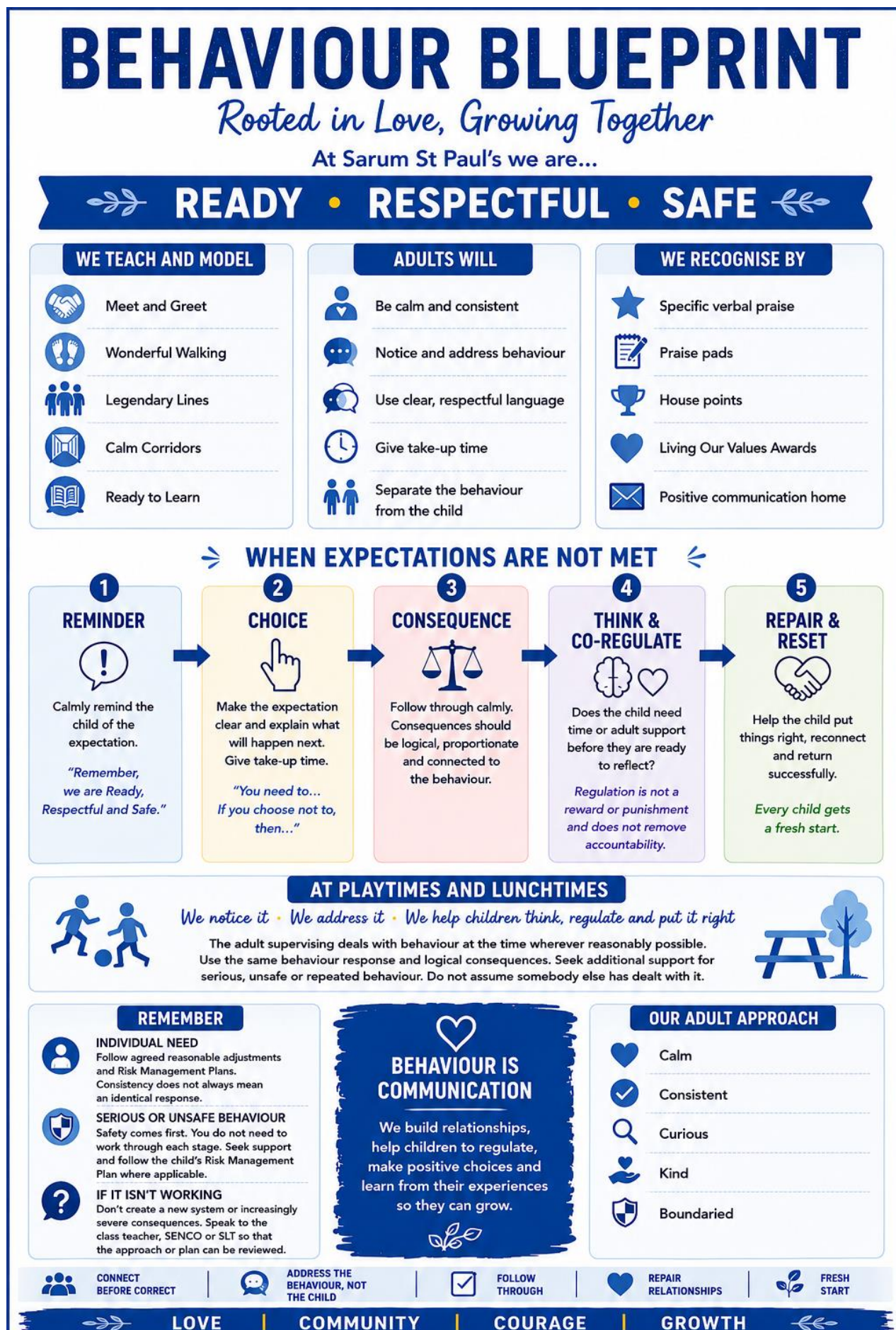
- All cases will be recorded on CPOMS (our safeguarding recording system)
- The bullying behaviour or threats of bullying will be investigated and tackled promptly
- Support will be offered to the target of the bullying
- Staff will proactively respond to the bully who may require support
- Sanctions will be in accordance with our behaviour policy
- Staff will ensure that parents and carers are kept informed
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school

We will work hard to stop any incidences of bullying that we are aware of and provide support for the victim as well as the child demonstrating bullying behaviour. Through working with both parties, we aim for the following outcomes:

- The victim feeling safe and secure at school with a trusted adult they can talk to
- The perpetrator or alleged perpetrator will engage with support
- A genuine apology or reconciliation will be encouraged
- Additional consequences may be appropriate

Monitoring and Evaluating

This policy will be monitored by the Senior Leadership Team and the Governing Body and will be reviewed annually (or earlier as required by changes to legislation or statutory guidance) to ensure that it remains relevant and at the heart of the schools' values and ethos.



Appendix B

Governor Behaviour Principles and Oversight Framework

Purpose

This statement sets out the principles through which the governing board informs, monitors and reviews the school's approach to behaviour. It aligns with current Department for Education guidance and reflects the school's Church of England foundation.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the behaviour policies at Sarum St Paul's CE Primary School, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publications, 'Behaviour in Schools: advice for headteachers and school staff' (Feb 24), 'Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement' (Aug 24) and 'Restrictive Interventions, including the use of reasonable force in schools', April 26.

Vision and Ethos

As a Church of England school, our approach to behaviour is rooted in our Christian vision and values. Guided by the principle of being "*rooted and grounded in love*" (Ephesians 3:17), we are committed to a culture where all are safe, valued and respected and able to flourish.

Core Principles

The governing board expects that:

- All children, staff and visitors have the right to feel safe, valued and respected, and to learn free from disruption
- The school is inclusive and all members of the community are free from discrimination
- Staff and volunteers consistently model high standards of behaviour
- The behaviour policy and associated school rules are clearly understood by pupils, staff and families
- Rewards, sanctions and the use of reasonable force are applied consistently and in line with the behaviour policy
- A wide range of rewards is used fairly to recognise positive behaviour
- Sanctions are applied fairly, consistently, proportionately and reasonably, taking into account SEND, disability and the needs of vulnerable pupils, with support provided as needed
- Exclusion is used only as a last resort, and processes for suspension and permanent exclusion follow statutory and Local Authority guidance
- Pupils are supported to take responsibility for their actions through a restorative approach, enabling reflection, reconciliation and growth
- Pupils and parents are expected to cooperate with the school in maintaining a positive and orderly environment for learning
- Parental involvement is an important part of addressing behaviour and strengthening home-school partnerships

Expectations Beyond the School Day

The governing board expects the Headteacher to apply the behaviour policy beyond the school site where appropriate, including when pupils are:

- taking part in school-organised activities

- travelling to or from school
- wearing school uniform or otherwise identifiable as members of the school

Monitoring and Accountability

The governing board will:

- monitor behaviour data, including incidents, suspensions and exclusions
- review patterns and any disproportionality between groups
- seek assurance that behaviour systems are implemented consistently and effectively

Governors will provide both support and challenge to ensure that behaviour systems are inclusive, effective and aligned with the school's vision.

Review

This statement will be reviewed annually alongside the behaviour policy, or sooner if changes in national or local guidance require it.