



Relationships & Behaviour Policy

(including anti-bullying)

Date ratified: 04/12/2025

Next review: December 2026

Signed by Chair of Governors: *KE Mayneid*

Statement of Intent

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Sutton Park pupils and staff are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

Objectives of policy

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and Governors.

It is also written as a support in creating a community of successful learners, where **all** learners;

- know they have the right to feel safe and free from harm
- know how to keep themselves and others safe
- know what to do if they are being treated in a way that makes them feel physically unsafe or emotionally unhappy
- have a well-developed sense of self-worth and high levels of self-esteem and confidence
- reflect on and celebrate their individual success and know what needs to be improved next
- respond positively to new experiences and expectations – making links and transferring things they already know or skills they already have to different situations
- know how they will be recognised for their good behaviour
- know what the consequences are if they choose to behave in a way that makes others feel unhappy or unsafe or disrupts learning

School Culture - The Thrive Approach

The Thrive Approach is a systematic approach to the early identification of emotional developmental need in children so that personalised provision can be put in place quickly by adults. A useful way to think about our emotional and social development is as a series of building blocks being piled on top of another as we grow. Some children have 'gaps' in their emotional development. These 'gaps, or 'interruptions' could be for a whole host of reasons. The great thing about the brain is that it has plasticity and can be re-moulded, so that any interruptions are dealt with.

The Thrive Approach is at the heart of how Sutton Park staff manage behaviour expectations. Thrive activities are used to support the emotional development of the pupils across the school. Pupils may be accessing these activities as part of whole class sessions or as a small group. Pupils who require significant support access 1-1 sessions with a specially trained member of staff.

Care

At Sutton Park we care very deeply for all our children. We show concern for our pupils by being well attuned to their emotional, physical and learning needs and connecting with them as individuals. This enables us to build very strong and effective relationships with our pupils. We

encourage our learners to show care for one another by recognising and praising kind and thoughtful behaviour.

Respect

We show a genuine and positive interest in the unique qualities and characteristics of all our children and know them as individuals. We model polite and courteous behaviour at all times. We foster respectful attitudes among the children by scaffolding opportunities for them to collaborate and learn from one another such as learning partners and group work activities.

Understanding

We seek to understand each child as an individual - to know what motivates them, what interests them, what they dislike or find challenging. We use this information to plan a curriculum to excite and enthuse them and also to anticipate potential problems and plan ways of overcoming barriers. We help children to develop an understanding attitude to one another through stories, drama and role-play. We encourage children to talk about how they are feeling or might feel in different circumstances in order to foster compassionate and empathic attitudes.

Appreciation

We recognise and value each child's strengths, skills and abilities. We value their ideas and praise them in a variety of ways for their positive qualities, good behaviour, effort and achievements. We foster appreciative attitudes in our children by providing them with regular opportunities to reflect on their own successes. We encourage them to show their appreciation for others and the wider world by providing exciting experiences that interest and inspire them.

Self-awareness

We support children to know and understand themselves – what their likes and dislikes are; what their needs are and how they are feeling. By developing their self-awareness, we are helping our learners to become more independent and find ways of meeting their own needs, and therefore helping them to feel good about themselves and developing their self-esteem.

Self-esteem

We aim to develop children's self-esteem by building strong relationships with them, promoting their independence and success and giving them opportunities to learn coping strategies.

Expectations

We expect everyone at Sutton Park to behave respectfully all times. This means that all members of our school community are expected to always:

- be polite and courteous;
- listen to others;
- treat others with kindness;
- be helpful to others;
- try their best;
- take care of equipment, resources, property and the environment;
- behave in a safe way;
- look smart and tidy, showing pride in themselves.

In order to maintain high standards of behaviour and conduct and a positive climate for learning, it is vital that these expectations are applied consistently by all staff across the school. Each classroom and learning space display the same rules for how the zone-board will be applied (see Appendix 1 & 2). The zone board provides a visual stimulus to the children about their behaviour choices. The red and orange zones are not on public display and are used between the individual child and the teacher.

At Sutton Park, children and adults develop positive relationships which support this and help to make strong connections in the brain and create positive experiences. We believe that children need to be surrounded by caring, emotionally available adults in order to feel safe and thrive. All behaviour is communication, and we feel strongly that the relationships we have with children can support them to securely attach to adults around them and, in time, self-regulate their emotions.

Staff pride themselves in forming strong relationships with children, we do this in the following ways:

- Meet and greet – children are greeted each morning, from the senior leadership team member on the driveway to the class teacher and key adults at the classroom door, every child is welcomed. This happens at the end of the day with adults always saying goodbye too. This helps with the transition from home to school and vice versa.
- Smiling eyes – all staff in school understand the importance of genuine smiling eyes when interacting with children, effective relationships are formed from genuine care and mutual respect.
- Knowing names – staff will prioritise learning the names of as many individual pupils as possible and we will use these when interacting with pupils.
- Hobbies or Interests – staff take time to get to know the personal interests of the children and will ask about them showing genuine curiosity about each child's personality.

We also adjust our surrounding and provision for children who require more support to feel safe in school. Some of the adjustments are a considered seating plan; understanding of sensory needs and overloads in the classroom; a named, emotionally available adult; a different entry/exit to the school building should the child's classroom door be overwhelming.

Recognition of expected behaviour

The school has a positive and caring ethos where the qualities, talents and skills of each child are valued. Therefore, recognition and praise are frequently used to celebrate children's achievements, successes and behaviour. Below is list of some of the different ways expected behaviour is recognised in addition to those listed on appendix 1.

- ☺ A smile
- ☺ Thumbs up
- ☺ Verbal praise e.g. 'you're a superstar'
- ☺ Work being shown to rest of the class
- ☺ Taking work to another class to 'show'
- ☺ Stickers
- ☺ Going to see the Executive Principal / Vice Principal
- ☺ Work displayed on celebration board
- ☺ Talking to or showing parents/carers at the end of the day
- ☺ Message home in home school diary
- ☺ Being chosen to represent the class / school at a special event

Children are also awarded 'SPARK' certificates in the Congratulations assembly held weekly. SPARK stands for Success, Perseverance, Aspiration, Resilience and Kindness. The children who receive a SPARK certificate also have 'afternoon tea' with the Executive Principal/Vice Principal.

A child who has received the most SPARK certificates will be named as 'SPARK of the Year' and will receive commendation in the end of year whole school assembly. Their photo will then be displayed for visitors to see.

Children can nominate each other for the Sutton Park Values Award which is awarded weekly. All children can earn house-points for their houses and themselves with individual certificates celebrating 50, 100, 150... house-points being awarded.

Being good role models

All staff and Governors at Sutton Park understand the importance of being good role models and maintain the highest standards of professional behaviour in all their interactions with pupils, parents and colleagues.

All staff are vigilant when it comes to maintaining high standards of behaviour. This means that all staff 'insist and persist' in pursuing our expectations.

Staff are also vigilant when it comes to 'hard to detect' unkind behaviour that sometimes takes place between children e.g. face pulling or name calling. These examples of unkind behaviour are often done in a very sly or underhand way, so we recognise that it is vital that we always have a 'listening ear' and if children come and 'tell' we investigate the reported incident fully.

When it comes to behaviour on the playground, staff are trained to intervene swiftly if a game is becoming boisterous or if it is clear that a child is unhappy with the way the game is being played. If the game continues and children's safety or happiness is at risk, the situation will be dealt with using the system of sanctions.

There are also pupil leaders called 'Anti-bullying Champions' (ABCs) who are there as support for their peers. Children can speak to an ABC should they be having difficulties at breaks and lunchtimes, the ABCs will then help the pupil to find the best solution to the issue, accessing adult support where needed.

Dealing with instances of misbehaviour

All children are clear with the expectations relating to their behaviour and have a clear list of these displayed in their learning environments (see appendix I).

If we are told by another child that any behaviour which should result in moving down the zone-board has taken place, we will talk to the children concerned to investigate the matter and establish the whole story. It is important to make the distinction between 'telling' and 'telling tales'. 'Telling tales' is when children report behaviour of others that is not causing harm to anybody or anything; whereas 'telling' is when a child reports behaviour that is upsetting or causing harm to themselves or others.

If an incident of serious misbehaviour occurs staff will report it to a member of the SLT as soon as is possible and record the incident on CPOMS. Instances of unwanted behaviour will then be dealt with by an appropriate member of staff.

As a staff, we recognise the importance of applying any sanction fairly, calmly and consistently. Understanding the reasons for any misbehaviour is vitally important in dealing with it successfully.

Behaviour outside of school premises

Sanctions will be applied where a pupil's behaviour, whilst off-site, has brought the school into disrepute such as on a school trip or on the way to or from school. This includes unhealthy online behaviour also.

Support in challenging circumstances

It should be noted that on occasions, pupils display distressed behaviours due to extreme personal circumstances. Although the consequence remains fixed in line with this policy, staff dealing with such pupils will ensure that the right type of support is in place moving forwards.

- Behaviour trackers – pupils may be placed on a behaviour tracker to help staff identify patterns of behaviour and where additional support may be needed.
- Behaviour Support Plans - pupils whose behaviour is deteriorating may be subject to a Behaviour Support Plan (BSP). The aim of a BSP is to intervene and support a pupil in improving their behaviour and to try to avoid suspension or exclusion. The plan will be discussed with both the child and their parents. The BSP focuses on a pupil's strengths and areas of concern and it also includes a set of targets for the pupil and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, SENDCo input, the Education Psychology Service, or School nurse, who may be able to offer extra targeted support for the pupil. Reviews between school, home and the child will be held every 10 school days.
- Pastoral Support Plan (PSP) - Pupils who have issues apart from, or alongside their behaviour, may be subject to a Pastoral Support Plan (PSP). For example, health issues affecting attendance and learning would be placed onto a Pastoral Support Plan which focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupil and builds in regular reviews. The PSP will consider all issues and set out an achievable and realistic support for the pupil to make their way back to full education. Like the BSP, several internal and external resources may be used.

Suspension & Exclusion

Fixed term suspensions or exclusion will only be used as a last resort, when the child's behaviour seriously affects his or her education and/or welfare, or that of others in the school. Please refer to the Central Region Schools Trust Suspension and Exclusions Policy for further detail.

Search and Confiscation

The Executive Principal, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. However, only routine searches will take place in school. This could mean asking a pupil to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing. Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search. Any illegal or unauthorised materials will be confiscated and labelled. If consent is not given, then it is likely that the police will be called. Prohibited items are:

- Knives or weapons/bladed articles
- Alcohol
- Illegal drugs or legal highs
- e-cigarettes/vape pens
- Stolen items
- Tobacco or cigarette papers
- Cigarettes
- Cigarette lighters

- Matches
- Fireworks
- Pornographic images or material
- Recordings that would invade student and staff privacy
- Laser pens
- 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).

This list however is not exhaustive. The school can also seize any item found which is considered to be harmful or detrimental to school discipline: this includes electronic images. In unusual circumstances, confiscated items may be available for pupils to take home at the end of the day, unless returning the confiscated item is deemed inappropriate or dangerous or when the confiscation is not a pupils' first offence. In these circumstances it may be necessary to contact parents/carers for their support and to arrange an appropriate time for them to collect any items that can be returned. Confiscated knives, weapons, items believed to be stolen or illegal will be passed on to the police or disposed of by the school. Bringing banned items into school may result in a fixed-term suspension or permanent exclusion.

Dealing with Bullying, Racist, Sexual and Homophobic incidents and Religious Intolerance

We do not accept any reason for Bullying, Racist, Sexual and/or Homophobic incidents and 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, Racism and homophobic issues of any kind will not be tolerated in our school. Anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All pupils must be aware of the distress these incidents can cause and not be mere bystanders. Any incidents will be recorded on CPOMS and dealt with accordingly.

Child on Child Abuse

Child on Child abuse will not be tolerated at Sutton Park and will be dealt with in accordance with the Safeguarding and Child Protection Policy and current Government guidance.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Prevention

The issue of bullying, racism, sexual and homophobic incidents/ issues will be raised with pupils at a number of levels. Keeping all pupils safe is a clear priority for our school.

- At a whole school level – through assemblies, themed weeks, school council. Governors and parent engagement etc.
- At classroom level – through curriculum learning.
- At an individual level – pupils who are 'victims' of bullying, racist, sexual and homophobic incidents will be offered additional support and guidance. Pupils who have instigated bullying, racist, sexual and homophobic incidents to others will be given strategies to

enable them to bring their unacceptable behaviour under control and prevent further incidents.

School recognises that there are particular times when pupils may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school. Arrangements will be made to ensure that at such times support is put in place to reduce the risk of bullying, racist, sexual and homophobic incidents. Pupils will be positively encouraged to talk to staff about incidents of bullying, racist, sexual and homophobic incidents.

Parents who believe their children are the 'victims' of bullying, racist, sexual and homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future. Similarly, if parents believe that their children are instigating bullying, racist, sexual and homophobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

Appendix 4 details the steps taken when an instance of bullying has been reported.

Bystanders

Observers who feel powerless to do anything, for fear of being bullied themselves may be perceived as colluding with the bullying or ignoring it. School attempts to encourage an active stance and provide clear guidelines for children who witness such behaviour through the PSHE curriculum and Thrive sessions.

Bullying outside the school premises

The school's policy encourages pupils to tell a parent/carer or member of school staff if incidents of bullying have taken place. Sometimes bullying occurs beyond school in terms of the time and location of the event(s). The bullying may be by pupils at the school, pupils at other schools, or people not at school at all. In certain circumstances, the school may take following steps:

- talk to and empower pupils about how to handle bullying outside the school premises;
- talk to the head of another school whose pupils are bullying off the school premises;
- talk to providers of extended services;
- talk to the community police officer about problems in the local community.

Cyber-bullying

Pupils are taught how and encouraged to use the Internet safely and E-safety messages are regularly shared with the children during all lessons using Computing, PSHE lessons and also during assemblies. More information can be found in the Online Safety Policy.

Positive Handling

As a school we have a duty of care to all children and adults within the school. Therefore, occasionally, physical interventions are used in school by fully trained 'Team Teach' staff but only as a last resort.

Physical interventions are only a small part of a broader range of positive handling strategies to address the needs of those whose behaviour presents a challenge. Physical techniques are based on providing the maximum amount of care, control and therapeutic support.

Our key message is: 'we care about you and will keep you safe'. Any physical intervention has minimum force for the shortest time to ensure safety. Although staff are legally empowered to

use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption, we focus on the interests of the child and in so doing reflect on these questions:

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

Any physical intervention follows specific protocol and procedures.

Malicious Allegations

Pupils that are found to have made malicious allegations against a member of staff are likely to have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include suspension or permanent exclusion as well as a referral to the police if there are grounds for believing a criminal offence may have been committed. In September 2010, the Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997. <https://www.legislation.gov.uk/ukpga/1997/40/contents>
The Principal will also consider the pastoral needs of any staff accused of misconduct.

Monitoring

Behaviour across the school is monitored daily by the Senior Leadership Team. The Principal's Report to Governors summarises the behaviour of the school and informs the Local Academy Governing Body.

Review cycle of policy

This policy will be reviewed in a timely manner as part of the policy review cycle.

Policy Links

The Relationships & Behaviour (including Anti-bullying) Policy is linked to the following policies:

- Suspension and Exclusions Policy
- Safeguarding and Children Protection Policy
- SEND and Inclusion Policy
- SEND Information Report
- Online Safety Policy

Appendix 1

Moving on the Zone board

I move up the zone board if:

- I am showing good listening
- I stay on task and try my hardest
- I set a good example to others
- I am being kind and helpful
- I am using my inside voice
- I am being tidy and look after the resources
- I am showing a love of learning
- I show I am an independent learner

I move down the zone board if:

- I stop other children from learning
- I spread germs on purpose
- I talk when adults are talking
- I answer adults back
- I am not on task
- I do not follow instructions from adults
- I am being unkind with my voice, hands or feet
- I throw things that should not be thrown
- I tell fibs
- I leave the classroom without asking

***All adults have the right to move a child to any zone depending on the choices the child is making.**

Appendix 2:

How a Zone board is used:

Zone boards are used throughout the school, from Nursery to Year 6.

	<p>The gold zone is used to reward outstanding attitude to learning and care towards others.</p> <p>If a child ends the day in the gold zone it will be recorded in their home/school diaries.</p> <p>A gold zone is worth 5 house points.</p> <p>If a child gets into gold 7 or more times in a half-term, they will be invited to join a member of the Senior Leadership Team (SLT) for a special lunch at the end of the half-term.</p>
	<p>The silver zone is used to recognise very good attitude to learning and care towards others.</p> <p>If a child ends the day in the silver zone it will be recorded in their home/school diaries.</p> <p>A silver zone is worth 4 house points.</p>
	<p>Each day, every child starts with their name in the green zone.</p> <p>The green zone is for good attitudes to learning and care towards others.</p> <p>The zone will be recorded into their home school diary.</p> <p>A green zone is worth 3 house points.</p>
	<p>This is used if a child has made a minor mistake with their attitude and needs some time to think about what they have done and how they can 'fix' it.</p> <p>'Blue' discussions are conducted quietly between the adult and pupil with a clear explanation of what went wrong and how to put it right.</p>
<p>Orange and red zones are not on public show.</p>	
	<p>If a child chooses to continue to display unhelpful attitudes to learning or unkindness towards others, they will choose to move into the orange zone which means they miss their break time (15 minutes) and a restorative conversation with an adult will be had, with a clear explanation of what went wrong and how to put it right.</p> <p>Pupils will move back to green following the 15 minutes being missed.</p> <p>If a child ends the day in the orange zone parents will be informed via the home school diary.</p>
	<p>If disruptive or inappropriate attitude and unkindness towards others continues the child will move into the red zone.</p> <p>If a child is in the red zone they will spend their lunchtime with a member of SLT either on the same day or the day after.</p> <p>A restorative conversation with an adult will be had, with a clear explanation of what went wrong and how to put it right.</p> <p>If a child is in red zone the class teacher speaks to the child's parents or carers as well as recording it in the home school planner.</p> <p>Pupils will move back to green following the sanction being completed.</p>

If a child continues to communicate their need through inappropriate choices after getting themselves into red zone then they will be asked to go to 'isolation' with a member of SLT and will remain out of class for that session or as long as deemed appropriate for the safety of others. Parents/carers will be informed. As a further deterrent and sanction, if a child accumulates more than 5 'red' lunchtime in a half term they will be expected to attend an after school 'red zone' which will be arranged with the parents at the school's earliest opportunity.

What happens in a 'red zone'

As staff, we recognise the importance of applying any sanction fairly, calmly and consistently. Understanding the reasons for any misbehaviour is vitally important in dealing with it successfully, as all behaviour is communication of need.

During a Red Zone the child will sit with a member of the Senior Leadership Team in a designated room. They will eat their dinner before any conversations takes place to ensure their physical needs are met and they are not hungry. After the child has eaten, a restorative conversation takes place between the member of SLT and/or other relevant members of staff, and the child.

A restorative conversation is a mechanism for the child to work through what happened, reflect on their own self-regulation, develop empathy with others and work through possible plans for dealing with similar situations in the future. Staff may use cartoons and drawings to support this process. This conversation is held without judgement and the tone of voice is neutral and non-judgemental. After their conversation the child will have silent time to reflect.

Red Zones are not places of fear or shame, they are safe places for children where personal development takes precedent.

Appendix 3

Child Friendly Behaviour Policy written by the Pupil Leadership Team

Aim

The aim of this policy is to ensure children fully understand the expectations of their behaviour at school and the rewards and sanctions that accompany their choices.






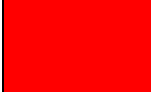
Expectations, rewards and consequences

We expect everyone at Sutton Park to behave respectfully at all times. This means that all members of our school community are expected to always:

- ✓ Be polite
- ✓ Listen to others
- ✓ Treat others with kindness
- ✓ Be helpful to others
- ✓ Try their best
- ✓ Take care of equipment inside and out
- ✓ Behave in a safe way
- ✓ Look smart and tidy

Good choices and meeting these expectations will be rewarded using praise, house points, SPARK certificates, the Sutton Park Values Award and the zone board.

For any children making poor choices there are a set of consequences linked to the orange and red zones of the zone board.

	The gold zone is used to reward fantastic choices. Any child achieving gold 7 or more times in a half term is invited to Gold Zone lunch.
	The silver zone is used to recognise very good choices.
	Each day, every child starts in the green zone. The green zone is for the good choices that we expect of every child, every day.
	The blue zone is used for thinking time. If a child has made a mistake with their attitude and needs the opportunity to think about how to 'fix' it.
	If a child chooses to continue to have an unhelpful attitude, they can be moved to the orange zone. This will mean they miss 15 minutes of the next break time.
	If disruptive or unhelpful choices continue, the child will be moved to the red zone. There can also be an automatic red zone if the behaviour shown is more serious. A red zone means that the child's carers are contacted, and the child will miss a whole lunchtime.

- If a child receives more than 5 red zones in a half term, they will be kept behind after school.
- If a child continues to misbehave after being put in the red zone, they will go into isolation with a school leader, so they stop disrupting the learning of others.
- The Principal can choose to suspend a child from school for a fixed amount of time if they think it is necessary. The very last resort would be a permanent exclusion.

Bullying

At Sutton Park, bullying is not tolerated and is regarded as constant unkindness towards others that is done on purpose. Bullying could be physical, verbal or online. We cannot expect to get on with everyone all of the time, but it is different if you feel singled out or picked upon by your peers.

If a child is feeling bullied, they need to tell an adult. This gives the team the chance to sort out the problem. There are several ways to solve the problem and the adults in school will work with everyone involved to ensure the problem does not keep happening.

Thrive

The school uses the Thrive Approach to ensure that children have the tools they need to be able to manage potentially difficult situations, so they are better able to make the good choices that are expected of them.

Appendix 4

If a child or parent reports an instance of bullying to a member of staff the following procedure is implemented:

1) Some instances of bullying may turn out to be false or exaggerated, however all claims are treated seriously, and further enquiries are always made promptly.

The class teacher of the 'victim' talks to the child and the 'perpetrator' of bullying type behaviour to establish the full facts of the case i.e. what things have happened, who did what, when things have happened, who else saw events etc. The accounts of all the people involved are listened to carefully as several pupils saying the same thing does not necessarily mean they are telling the truth.

If the 'perpetrator' of bullying type behaviour and the 'victim' are in different classes, the teachers of the 'perpetrator' of bullying type behaviour and the 'victim' need to discuss the incident before any further action is taken – as the class teacher may be aware of further information relating to the incident(s).

It is important that a child is not labelled as a 'bully' so is described as the 'perpetrator'/doer of bullying type behaviour. Similarly, care is taken to avoid a child becoming labelled as a 'victim'.

The incident(s) are recorded fully on CPOMS.

2) If bullying has taken place the 'perpetrator' of bullying type behaviour has an opportunity to reflect on their behaviour and will apologise to the 'victim' either verbally or in writing.

3) The class teacher along with a member of the SLT will speak to the parents/carers of the 'perpetrator' of bullying type behaviour to discuss their child's behaviour choices and the action that has been taken.

4) The class teacher and/or SLT member will contact the parents/carers of the 'victim' to explain what has happened, the action that has been taken and the action that will follow.

5) The class teacher checks with the 'victim' on a daily basis initially that bullying has stopped, after a couple of weeks this becomes a weekly check. To ensure bullying does not resume checks will continue on a half-termly basis.

6) The outcome of the incident and any meetings and follow up work will be recorded on CPOMS.

Post Incident Response for 'victim's and 'perpetrators' of Bullying

We intend to offer a proactive, sympathetic and supportive response to the 'victims' of bullying, Racist, Sexual and Homophobic incidents. Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include:

- Informing and involving parents
- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy
- Strategies to stop future incidents
- Counselling
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

'perpetrators' of bullying will also receive support with educating them to understand how their behaviour choices affect others and hopefully to support them with changing their behaviour.