

Behaviour and Anti-Bullying Policy

2025 - 2026

St. John's CE Primary School



This policy is reviewed and updated by **Nikki Smith** at **St. John's CE Primary School**. It is approved annually by the Local Governing Body.

Reviewed: September 2025

Ratified: **October 2025**

Next Review: September 2026

In collaboration with



Vision Statement

Shaping lives. Shaping futures.

Start children off on the way they should go, and even when they are old, they will not turn from it.

Proverbs 22:6

Our vision is rooted in our core values of:

Love

Friendship

Truthfulness

Forgiveness

We promote:

- ❖ An inclusive and nurturing ethos where children can grow in confidence and knowledge in order to achieve their full potential both academically, socially and morally.
- ❖ An engaging and inspiring curriculum that meets the needs of our pupils and fosters a lifelong love of learning.
- ❖ Positive relationships and a developed moral understanding for all of our pupils.
- ❖ Independence and resilience to allow pupils to achieve their potential
- ❖ Self-belief, motivation and a desire to aim high.
- ❖ A collaborative approach between parents, school and the local community with the children at the centre.

Spirituality

Spirituality is nurturing an awareness of our world through awe, wonder and compassion and showing love of everything within it. A recognition of a feeling, sense or belief that there is something greater than ourselves; not just what you can see but also what you can't.

St. John's C. E. Primary School
Behaviour and Anti-bullying policy

Our whole school approach to promoting outstanding behaviour is firmly rooted in our Christian values. As a Church of England School, we aim to promote a community of people who live in harmony and peace, demonstrating mutual respect and tolerance with Christian values at the heart of all that we do. Staff consistently set high expectations for behaviour and actively encourage pupils to make the right choices in their behaviour and conduct so that all pupils can flourish, learn and achieve their full potential both academically and socially.

Parameters

This policy applies to all pupils of St Johns C.E Primary School:

- when at school, including remote learning online;
- on the way to or on the way from school;
- while on any school activity;
- wearing the school uniform away from the school premises; and
- who are, in any other way, identifiable as pupils at St John's Primary School Academy.

It applies to:

- actions within the school;
- actions outside of school which may harm, threaten or bully another pupil;
- actions 'on-line' (whether in school or outside of school) which may harm, threaten or bully another pupil; and
- any action by a pupil (whether in school or outside of school) which: may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of staff.

Our Behaviour Management System aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Identify any safeguarding concerns that are the root of unacceptable behaviour.
- Outline how pupils are expected to behave through consistently recognising and rewarding positive behaviour both within the classroom, online and out of the classroom.
- Implement a system that provides support for pupils and staff
- Encourage children to reflect on their actions and accept responsibility and so promoting independence, self-reliance and trustworthiness and opportunity to rectify wrong choices.
- Ensure that poor behaviour does not inhibit learning or impact on a pupil's learning potential.
- Ensure a positive and inclusive learning environment that is conducive to a rich and positive learning experience and where little attention is given to those who behave inappropriately.
- Enable parents to have regular communication with staff and feedback on their child's behaviour and attitude within school.

The system supports all members of staff within the school, enabling them to promote positive behaviour and to swiftly and effectively address incidents of inappropriate behaviour. Furthermore, in line with the promotion of Christian distinctiveness, our system provides opportunity for pupils to reflect on their actions and to consider how they may better deal with a situation in future. Furthermore, following an incident of poor behaviour, all pupils have the opportunity to correct their behaviour, knowing that every day is a fresh start.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork where adequate opportunity has been given
- Poor attitude to learning
- Poor attitude towards peers and staff
- Use of mobile phones while inside school buildings without permission
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including online
- Inappropriate use of social media or Artificial Intelligence
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Roles and Responsibilities

The Governing Body

The Governing Body have the responsibility to ensure that there is no differential application of the policy and procedures on any grounds (including those regarding ethnic or national origin, culture, religion, gender, disability or sexuality). They will also ensure that the concerns of pupils, staff, parents/carers are listened to and appropriately addressed.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The headteacher will ensure that the data from the behaviour records is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The Senior Leadership Team

The Senior Leadership team are responsible for working with the headteacher to ensure that the behaviour system is consistently and fairly applied across the school. In instances of poor behaviour, they work supportively with the class teacher, pupil and parents/carers to address issues and find a resolution.

All staff

All staff (including teachers, support staff, lunchtime supervisors and volunteers) are responsible for ensuring that the Behaviour System is consistently and fairly applied to all pupils in all contexts.

Within the Christian context of the school, all staff are expected to

- Implementing the behaviour policy consistently.
- Project themselves as exemplary role models, co-operating and supporting one another and treating pupils and colleagues with courtesy, consideration and respect.
- Consistently apply and promote the school rules.
- Reward and promote positive behaviour using the whole school reward system
- Accurately implement procedures to address instances of poor behaviour, including reporting of incidents to leadership team through established systems.
- Uphold 'no shouting' rule at all times.
- In a confrontational situation, remain calm, issue an appropriate consequence and state the reason for the consequence. A member of leadership team can be requested if appropriate to support the staff and pupils.

- Listen to pupils and demonstrate an understanding of any underlying factors that could trigger negative behaviour as this will enable a situation to be resolved swiftly and positively for the pupil as well as creating a long term resolution.
- Providing a personalised approach to the specific needs behavioural needs of particular pupils.
- Record behaviour incidents as required.

The teacher's role

In addition to the key points outlined in the section for all staff, daily classroom practice must reflect the following:

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Using positive reinforcement
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
- Display the school rules within the learning environment.
- Provide a broad, balanced and appropriately differentiated curriculum that meets the needs of all learners, enabling them to achieve success in a positive and inclusive environment.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Adapt teaching styles and strategies that will best suit the needs of the pupils in their class/group.
- Where appropriate, personalised learning can be an integral part of ensuring a child's readiness to learn and so significantly reducing anxiety and stress that can lead to negative behaviour.
- Identify when additional pupil support may be required i.e pastoral programme. Work closely with leadership and pastoral team to implement a level of provision that will effectively meet the needs of the pupil.

Pupils

Pupils are expected to take responsibility for their own behaviour and to take care of the needs of others. This expectation is set across the school, from Reception to year 6 but differentiated accordingly to the age and development of the child.

All pupils have the right to feel safe and happy in school and when learning online and to this Parent/carer can email or send a ClassDojo to the class teacher or phone school if required. Alternatively, children can use the worry box that is located in every classroom. Pupils are educated in bullying through PSHE and a supportive environment is established for pupils to report any incidents that have happened to them personally or that they have witnessed.

Pupils are very clear on what is expected of them in accordance with the following:

- Behave in an orderly and self-controlled way, showing respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Refrain from behaving in a way that brings the school into disrepute, including when out of school.
- Develop a clear understanding of the school rules and the consequences of inappropriate behaviour.
- Understand that how they behave is their choice
- Understand that every day is a fresh start and that they have the chance to correct inappropriate choices and move up the zone board to silver and gold.
- Understand that there is whole school consistency and the same rules and procedures apply to everyone.
- Are expected to walk calmly and quietly through the corridors at all times, including at the start and end of breaks and lunchtimes.
- Understand that at break times and lunchtimes and whilst out on school trips and remote learning, the same reward and sanction systems apply (appendix 1)

Parents/carers

At St John's C.E Primary School, we work closely with parents/carers to promote positive behaviour. We firmly believe in early intervention and so ensure regular communication with parents at the start and end of a school day and in some instances, will meet more formally to discuss any concerns.

We actively encourage parents/carers to take responsibility for their child's behaviour both in the classroom and online and to work in partnership with the school in order to sustain high standards of behaviour at all times.

Where a parent/carer has a concern about behaviour or if they feel there is a potential case of bullying, they are asked to contact the school as soon as possible so that we can work together to find a resolution and to support all parties involved. (Appendix 1 outlines the schools expected guidelines and protocols for online behaviour and conduct).

Our School Rules

Our school rules are at the centre of everything we do and underpin our reward and sanction system.

- Be ready
- Be respectful
- Be responsible

Promoting positive behaviour

The reward system

- If a pupil completes a piece of work to a high standard, the member of staff may deem it appropriate to receive a Headteacher sticker and a text will be sent home to the parents/carers. Whilst remote learning, a certificate will be emailed to the parent/carer.
- Pupils can earn Class Dojo points throughout the school day, including lunchtimes and break times, by any member of staff. These can be given for their work or behaviour. The Class Dojo points will be recorded on Class Dojo which will automatically inform parents/carers..
- Attendance – if a pupil achieves 100% attendance in over the year, they will receive a certificate. Whilst remote learning, children attending daily google meet sessions or attending school daily, will receive class dojo points.
- Uniform - If a pupil is consistently wearing the correct uniform and is always dressed smartly, a Class Dojo point can be awarded. Pupils are not expected to wear uniform when remote learning but are expected to dress appropriately (see appendix 1).
- Child of the week
- Child of the year
- Golden time – for showing good behaviour throughout the week (ie no Time Outs)

These rewards can be applied when working in school and through remote learning.

The consequence system

A restorative justice approach is followed:

- Reflection - pupils are given opportunity to reflect on their actions
- Resolution – pupils are given the opportunity to consider and discuss how the situation may be resolved
- Reconciliation – with the support of staff, pupils are encouraged to seek reconciliation

At St John’s, for pupils with SEND, we will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

For every, consequence, Class Dojo points will be deducted and parents automatically informed through Class Dojo.

Sanction	Threshold for sanction being implemented	Sanction description	Communication
Time A	<p>If a pupil is disrupting the learning of others, they will be given a reminder to make the right choice. They will be clearly informed by the member of staff of what they are doing wrong and how to correct it. This also includes not following health and safety procedures implemented due to Coronavirus.</p> <p>If a pupil continues to make the wrong choice, a Time Out A will be given.</p> <p>For pupils working on Google Meet, the teacher will give a reminder in the first instance. If it continues, the adult with the child will be requested to support their child. The teacher can operate the mute function or remove from the meeting if deemed necessary.</p>	5 minutes at the time out table in the classroom.	If there are three or more Time Out As in a week, parents/carers will be called by the teacher and will have the opportunity to meet with the class teacher.
Time B	<p>Following a time out A, if a pupil continues to make the wrong choice, they will be given a further reminder before a time out B is implemented.</p> <p>If a pupil is physically aggressive, uses inappropriate language or is disrespectful to a member of staff, a time out B will be implemented immediately.</p> <p>For pupils working on Google Meet, the class teacher will contact the parent to resolve the</p>	Time out with a member of the senior leadership team continuing with the work set by the class teacher until the pupil is ready to return to the class (up to an hour).	<p>The teacher will call home and we would encourage the parent/carer to meet with the class teacher.</p> <p>If a child is put on a time out B on several occasions over a period of time, they are likely to be placed on report in order to</p>

	situation. It may lead to the pupil not accessing the next Google Meet session or accessing a reduced amount taking into account the context of the incident.		effectively support the child.
Time C	<p>If a pupil continues to disrupt learning following a time out B, they will be given a further warning before a time out C is then implemented.</p> <p>For pupils on Google Meet, the leadership team will be involved and a meeting will be held with parents/carers to address the situation. Appropriate actions will be taken at the discretion of the Headteacher (Deputy Headteacher in the absence of the Headteacher)</p> <p>If an incident of a serious nature occurs, a pupil can go straight to a time out C or a fixed term exclusion under the discretion of the Headteacher.</p>	Internal exclusion with the Headteacher /Deputy Headteacher. The pupil will be expected to complete work set by the class teacher. Timeframe for exclusion to be set on a case by case basis.	<p>Parents/carers will be called into school for a formal meeting with the class teacher and Headteacher/Deputy Headteacher.</p> <p>At this stage, it may be appropriate for the pupil to be placed on report/contract dependent upon the nature of the incident.</p>

Report

If a pupil is receiving frequent time out B/Cs over a period of time or the Headteacher/Deputy Headteacher deems it to be appropriate, then the pupil will go on report. The report is closely monitored by the Senior Leadership Team and weekly meetings will be held with the parent/carers to discuss progress. Clear targets are set for the pupil to achieve over a set time period. If these targets are consistently met, then the pupil will be taken off report and the behaviour system will continue to be applied as normal. However, if the behaviour does not improve, this can lead to a fixed term or permanent exclusion dependent on circumstances. Where there is persistent disruptive behaviour that significantly impacts on the learning and safety and well-being of other pupils, this will lead to a fixed term exclusion or permanent exclusion.

Suspension

Fixed Long Term Suspension (up to 45 days per year/15 per term)

- This decision is made by the Headteacher
- Parents/carers are called into school to meet with the Headteacher and to take their child home for the agreed period. They will receive a letter outlining the reasons for exclusion and rights to appeal the decision
- Following a fixed-term suspension, there will be a return to school reintegration meeting held by the headteacher and class teacher; parents/carers and pupil will be expected to attend this meeting.

Permanent Exclusion

- Parents, Chair of Governors and Chief Executive Officer of The Spire Academy Trust are informed
- Discipline Committee meet and consider all representations and reports (parents/carers and child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Report and this is reviewed on a weekly basis for a minimum of a term.
- If appeal unsuccessful, the child is removed from school role.

Serious incidents will be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Removing a pupil from the classroom/area of learning

Staff will only remove pupils from the lesson/intervention session once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The timeout system will be applied and length of time set by SLT based on the context of the incident.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, and a Behaviour Support Plan will be implemented.

Positive Handling

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- Always be used as a last resort and by a member of trained staff
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book within 24 hours of the incident (located in Headteacher's Office) and reported to parents/carers.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Police may be notified if appropriate.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Providing support for pupils

At all stages within the behaviour system, staff work closely with pupils to understand the cause and triggers for any negative behaviour so early intervention can be implemented to avoid escalation of poor behaviour.

Circle times/PSHE form a core part of the weekly curriculum both in the classroom and via remote learning, to provide pupils with opportunity to talk and for staff to teach skills that help pupils to make the right choices, ensuring a readiness to learn in a safe and happy environment.

Where inclusive classroom strategies are not able to fully meet the needs of the pupil, pastoral support programmes are available for all pupils and are individualised to meet their needs. This level of support would be agreed through consultation with staff, parents/carers and pupil.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term of year.

Ensuring the safety of pupils and staff

In circumstances where a pupil is about to put themselves or others in danger through their actions, then reasonable force will be implemented by a trained member of staff to prevent harm to the pupil, other pupils or staff. Following the incident, parents/carers will be informed and any support deemed necessary for the pupil, will be put in place. (See Positive Handling Policy)

Leaving school grounds

If a pupil leaves school grounds, the staff will not follow after them as this can put the pupil in further danger. A member of staff will remain at a safe distance and the police will be called. The parents/carers will be informed immediately.

Following an incident of this nature, a fixed term exclusion may be implemented. An appropriate support plan will be implemented for the pupil and a risk assessment compiled by the Headteacher. These documents will be shared and discussed with pupil, parents/carers and staff and will be reviewed within an agreed timeframe.

Physical assaults on adults

At St John's C.E Primary School, we take incidents of violence toward staff very seriously. Trained staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy. Only staff who have been trained in positive handling should restrain a child. All staff report incidents directly to the Headteacher or Deputy and record it formally in the Positive Handling Record Book, which is kept by the Headteacher. Parents/carers will be informed.

Whilst incidences of violence towards staff are wholly unacceptable, we are a nurturing school that values each child under our care. Children who physically assault adults may do this for several reasons but as adults we show compassion and care for the child and work with all parties to identify why the incident occurred. Such incidents can lead to an exclusion. Furthermore, a plan around a child will be created to enable the staff to best support the child moving forward; working closely with parents/carers.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and/or Allegations against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

Mobile phones

Mobile phones are permitted in school but will be stored as soon as the pupil arrives in school. They can be collected at the end of the school day.

If a pupil is caught using a mobile phone in school during school hours (8:40am -3:10pm), then staff have the right to confiscate the mobile phone immediately. Once confiscated, the mobile phone will be placed in the school office until the end of the day. On the first occasion that this happens, the pupil will be able to collect the mobile phone at the end of the school day and parents will be notified. An appropriate consequence will be implemented. On subsequent occasions the phone will be held at reception until collected by the parent/carer.

Pupils who take photographs/videos on their mobile in school will be asked to delete all images immediately and the phone will be confiscated as this is in breach of our safeguarding policy. A time out B will be implemented and a member of the leadership team will contact the parents/carers.

Should a pupil upload material taken whilst in school to any form of social media they will receive a time out C and parents/carers requested to attend a meeting with the

Headteacher/Deputy Headteacher. They will not be allowed to bring a phone to school for the remainder of that term. The matter may also be referred to the police should the content of the upload further breach safeguarding measures and may also lead to exclusion.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will be implemented on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Anti-bullying: St John's C.E Statement

As a Church School, we understand that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the Anti-bullying Policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that can occur both in school and during remote learning.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Definition of bullying

Bullying is the use of repeated verbal and/or physical aggression with the intention of hurting another person either physically or emotionally. Bullying results in pain and distress to the victim, which is in direct contradiction of our school values and ethos.

At St John's Primary School, we define bullying to our pupils as, *"Behaviour by an individual or group, repeated consistently over time, which intentionally hurts another individual or group, either physically or emotionally"*

Bullying may be:

- **Emotional** - Being unfriendly, excluding, tormenting
- **Physical** - Pushing, kicking, hitting, punching or any use of violence, including threats with a weapon, damaging personal property and theft or extortion
- **Prejudice based and discriminatory, including:**
 - **Racial**
 - **Faith based**
 - **Gendered (sexist)**
 - **Homophobic/biphobic**
 - **Transphobic**
 - **Disability-based**
 - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic.
- **Sexual** –Explicit sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching.

- **Sexist** - Abuse focusing on a person's gender – including inappropriate gender specific language
- **Direct or indirect verbal** - Name-calling, sarcasm, spreading rumours, teasing
- **Cyber bullying** - All areas of internet (such as Facebook, Whatsapp, email & internet chat room) misuse, mobile threats by text
- **Visual/written** – For example, graffiti, gestures, wearing racist insignia
- **Child on Child**

Pupils are made aware that discriminating, teasing or bullying someone is unacceptable in any circumstance and will be taken seriously. The Child Friendly Anti-bullying Policy is shared with all pupils in school and referred to as required.

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

Child on child abuse (see Child on Child Policy)

Child on child abuse includes bullying, sexual violence and harassment, initiation/hazing and sexting. Any form of peer-on-peer abuse will be taken seriously; immediate action will be implemented to investigate any claims or concerns and appropriate action taken by the Safeguarding Team. Dependent upon the context of the incident, it may be necessary to inform other agencies i.e police.

Sexual violence and harassment

'Unwanted conduct of a sexual nature' that can occur online and offline (both physically and verbally).

DFE, Sexual violence and sexual harassment between children in schools and colleges, May 2018

Hazing/initiation

Any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate

Reporting bullying

Pupils

Through PSHE lessons, circle time and other school initiatives, pupils are taught what bullying is and how to identify and report bullying what they believe is happening to them or someone they know. It is made clear that bullying in any form is not acceptable. Furthermore, pupils are also educated that they should never be bystanders of bullying but should report it to an adult in an appropriate manner.

Pupils who feel that they are being bullied, should report their concerns to an adult in school and/or their parents/carers.

They can speak directly to their class teacher or they may wish to approach another adult in school i.e.the Pastoral Team or Senior Leadership Team. If remote learning, children can use the private message facility on Google Classroom to communicate with a staff member. There is also a worry box in every classroom, if a child wishes to report anonymously.

If a child reports the issue to their parent/carer at home, we advise the adult to report to the class teacher/Headteacher/Deputy Headteacher immediately, either face to face, via a telephone call or email.

All Staff

All staff have the responsibility to:

- Uphold a whole school approach that sexual violence and sexual harassment is always wrong
- Promote healthy and respectful relationships
- Model what respectful behaviour looks like
- Promote confidence and self-esteem in all pupils
- Model appropriate behaviour in relationship with other staff and with pupils.
- Promote the use of a range of learning styles and strategies which challenge bullying behaviour
- Address any form of peer on peer abuse immediately
- Take appropriate action (complete log of concern on Safeguard My School and speak directly to a member of the Senior Leadership Team)

Senior Leadership team

- The Headteacher and Senior Leadership Team have overall responsibility for implementing the Anti-bullying Policy and that the school upholds its duty to promote the safety and well-being of all young people.
 - Contact names:
 - Headteacher – Mrs S Finlay (DDSL)
 - Deputy Headteacher – Miss L White (SENDCo and DSL)

- If a concern of abuse is raised, this will be immediately investigated and logged on Safeguard My School. Appropriate actions implemented dependent upon the nature of the case. It will be monitored over an agreed period of time to ensure the matter has been effectively addressed and resolved.
- The leadership team will develop and maintain links with outside agencies that will effectively support the school and pupils
- The Headteacher will report any instances of Child on Child abuse, bullying or concerning behaviour to the Governing Body through Full Governor Meetings every term.

Parents/carers

We advise parents/carers to look out for possible signs and indicators of bullying e.g. distress, feigning illness, lack of concentration.

If a parent/carer believes that their son/daughter is being bullied they should:

- Reassure their son/daughter: It is not their fault and the matter will be dealt with sensitively. The child has done the correct thing in 'telling'. Parents should support their child to report the bullying.
- Contact their son/daughter's class teacher and a meeting with the class teacher and member of the Senior Leadership team will be arranged

Note:

If a serious incident/assault occurs after school or during weekends/school holidays, parents should contact the Police and then inform school.

If cyber bullying via social media takes place after school or during weekends/school holidays, pupils/parents must evidence the details through a screen shot and contact the social media provider and/or the police before informing the school.

Bullying (including Cyber) and its consequences are taught to every pupil through our PSHE programme of study. The school will also share relevant updates with parents during the year via the school newsletter and open afternoons. Parents must also take responsibility to educate and advocate the safe and acceptable use of the internet and social media via monitoring their child's use outside of school hours.

Responding to bullying

When a potential instance of bullying has been reported, the following actions will be taken:

1. Staff will record the incident on Safeguard My School and speak directly with the Headteacher/Deputy Headteacher
2. Headteacher/Deputy Headteacher will monitor incident reporting forms and information given in order to take appropriate action.

3. Support will be offered to the victim throughout the process and this will be discussed and agreed with parents/carers.
4. Support will be offered to the perpetrator throughout the process and this will be discussed and agreed with parents/carers.
5. Parents and carers will be kept updated throughout the process
6. 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.
7. Headteacher/Deputy Headteacher will produce termly reports summarising the information to the Governing Body

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school's central system and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school. When an incident occurs, pupils are educated in the first instance, parents of both parties informed, and the situation is then closely monitored.

The Headteacher regularly reports incidents to the governing body. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

We use a range of measures to prevent and tackle bullying including:

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This is available on the school website or school office. Pupils have access to this document in their classrooms.
- 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, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- The class teacher provides 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.
- Pastoral programmes are available to support the pupil.
- Involving pupils in developing school-wide anti-bullying initiatives through consultation with groups, in particular the Anti-Bullying Ambassadors, working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Support for pupils who have experienced bullying

Where a pupil has experienced any form of bullying, pastoral support will be put in place in consultation with parents/carers. This will be regularly monitored and reviewed. Where other agencies need to be involved, this will be implemented. All support will be individualised to the pupil and context of the incident.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and lunchtime supervisors) receive regular training on all aspects of the Behaviour and Anti-bullying policy. Behaviour Management will also form part of continuing professional development.

Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported to the Governing Body.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Links with other policies

- Child protection and Safeguarding Policy
- Positive Handling Policy
- Child on Child Abuse Policy

Date agreed by staff:

Date presented to governors:

Signed:

Date:

Policy to be reviewed: September 2026

Appendix 1: Protocols and guidance for parents and pupils using Google Classroom

Pupils

- ❖ Pupils must wear appropriate clothing at all times when on Google Meet.
- ❖ Pupils find a suitable quiet environment in a shared part of the house.
- ❖ Pupils should always ensure their language and conduct is appropriate; just like it is in the classroom.
- ❖ Pupils should not unmute when the teacher has muted the whole class and must remain on mute until the teacher invites them to speak.
- ❖ Pupils should not use the chat facility during a google meet session unless to ask the teacher a question.
- ❖ Any comments used on google stream should be polite and respectful and should only be about the work. Any negative comments made towards a pupil or member of staff will be taken extremely seriously in line with the schools' Behaviour and Anti-Bullying Policy.
- ❖ Pupils are expected to attend all Google Meet sessions unless their parent has contacted the class teacher prior to the session.
- ❖ Pupils are NOT allowed to record the session or screen shot.
- ❖ Pupils must ALWAYS make sure that they leave the meet.

Parents

- ❖ As parents/carers, you have ultimate responsibility to make sure your child attends and follows the correct protocols on Google Classroom.
- ❖ Please help your child to set up and access Google Meet using the link posted on Google Classroom.
- ❖ Please ensure that your child is appropriately dressed for the meetings – not pyjamas.
- ❖ Please discuss with your child the appropriate way to behave in the meeting as if they were in school with a member of staff.
- ❖ If a child is not following the school's agreed code of conduct, your child's teacher will contact you and the school may need to suspend access.
- ❖ An appropriate adult must be present or available during the Google Meet session.
- ❖ Please be mindful that other children might see or hear you and anything else happening in the background.
- ❖ Please ensure that other family members are appropriately dressed.

- ❖ DO NOT film the session on another device as this is a safeguarding and GDPR issue.
- ❖ If you wish to report an issue, email your child's class teacher or call the school office.
Do not make comments on your child's google stream.

- ❖ Please note, that at all times, the class teacher has the right to remove a pupil from the session if their behaviour or that of anyone in the household is deemed inappropriate and is not rectified when addressed by the class teacher.

- ❖ Google Meet sessions will be recorded for safeguarding purposes.