



St Peter and St Paul's Church of England Behaviour and Anti-Bullying Policy

St Peter and St Paul's Church of England Primary School
Behaviour and Anti-Bullying Policy

Rooted and grounded in the love of God, St. Peters & St. Paul's Church of England Primary School is a vibrant, inclusive community, where every person is empowered to reach their full potential. Guided by our Christian values and the teachings of Jesus, together, we aim to grow into good citizens of heaven and earth. We strive to cultivate a nurturing environment that inspires everyone to develop a lifelong love of learning, grow in character, and make a positive impact on the world around us, working together to be a good neighbour to all.

Our behaviour policy is firmly based on our Christian values and The St Peter and St Paul's Way. We believe in the principles of positive reinforcement to get the best out of everybody and, in cases where there are behavioural difficulties, we aim for forgiveness and reconciliation and the need to provide support for individual children.

1. Aims:

- To help pupils, staff, parents, governors, visitors and other members of our school family have a clear understanding of well-established and understood systems of behaviour that are applied consistently.
- To ensure that every member of the school family feels valued and respected, and that each person is treated fairly in a happy, safe and secure environment.
- To encourage every member of our school family to behave in manner that is considerate of others.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and wider community.
- To encourage children to have self-discipline and to accept responsibility for his/her own actions.
- To ensure that there is a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make clear the boundaries of what is and is not considered acceptable behaviour.
- To educate children about appropriate behaviour, bullying (*and harassment*) in all its forms and how and why it is not to be tolerated.

2. 'The St Peter and St Paul's Way'

Our general expectations or, 'the way we do things around here' is clearly based on our core Christian values and these are communicated to all the school family, regularly referred to and displayed around school.

The St Peter & St Paul's Way



Respect
We are all created in the image of God.

I treat everybody with respect and listen and speak appropriately.
St John said, 'Whoever does not love, does not know God, because God is love.'
1 John 4:8



I am kind and treat everybody how I want to be treated.
Jesus said, 'Love the Lord your God with all your heart and soul and love your neighbour as yourself.'
Mark 12:30-31



Endurance
Never Give Up!

I always try my best and never give up.
St Paul said, 'Whatever you do, work at it with all your heart, as working for the Lord.'
Colossians 3:23



The Gift of Forgiveness



Humility
Be completely humble and gentle.

I am humble and proud of everybody's achievements.
St Paul said, 'Be completely humble and gentle, bearing one another in love.'
Ephesians 4:2



WISDOM
Seeking your knowledge wisely.



Injustice anywhere
Justice everywhere

I do what is right and fair. I listen to both sides of every story.
St James said, 'Everyone should be quick to listen, slow to speak and slow to become angry.'
James 1:19



St Peter and St Paul's Way

We recognise that children benefit from clear, consistent expectations of habitual conduct and that school rules and values must be lived explicitly and consistently in **every** aspect of school life; including in classrooms, in the lunch hall, on the corridor, out in the playground and on school visits.

The following specific aspects of behaviour '**always**' apply in our school:

- I **always** tell the truth
- I **always** try my best
- I **always** use kind words, kind hands, kind feet
- I **always** use good manners and set a shining example to others
- I **always** walk around school safely and into Worship without talking
- I **always** look after myself and school property

3. Behaviour for Learning

Good, clear and consistent management of behaviour both in and out of the classroom is of paramount importance in establishing an outstanding and positive

ethos in school. Most of the children's time in school is spent in the classroom and all teachers and support staff are expected to:

- model our school's Christian values.
- know and treat their pupils as individuals.
- plan and organise teaching and learning experiences that engage the children and minimise opportunities for disruption.
- consider groupings of children for activities and ensure that children are supported as needed.
- continually observe and evaluate the behaviour of the class.
- be aware of own behaviour, stance, body language and tone of voice.
- emphasise the positive wherever possible.
- make classroom expectations clear, referring to our school rules consistently.
- be firm but fair in class, ensuring behaviour is addressed appropriately, minimising disruption to others.
- be reflective and analyse own practice, learning from it.

4. Class teachers and Support Staff

- The class teachers and teaching assistants in school have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Class teachers and our SENDco liaise with external agencies, as necessary, to support and guide the progress of individuals. Parents will be involved and kept informed about this process.
- The class teacher ensures parents are kept fully informed about their child through face-to-face conversations, email contact and more formal termly progress reports (parents evening, progress reports, end of year report)
- In-line with our Safeguarding Policy, the class teacher will inform the Designated Safeguarding Lead if there are concerns about the behaviour or welfare of a child. Parents will be informed of any concerns and/or an external agency if deemed appropriate.

5. Staff Responsibilities

All staff have a responsibility for behaviour and discipline around school and there is the expectation that staff (appropriate to their role in school):

- always model our school's core values and be a good role model
- treat children fairly and with respect.
- raise children's self-esteem and help individuals develop their full potential
- provide a challenging, interesting and relevant curriculum
- use rules and sanctions clearly and consistently
- form good relationships with parents so that all children can see us working together for their benefit
- recognise that each child is an individual, showing an awareness of specific needs
- view inappropriate behaviour from individuals as a problem to be solved

- **Routines and Rituals**

Staff are expected to identify, teach and practise school/classroom processes so that they become 'the norm' and to help children carry them out

habitually. This may include entry into the classroom, lesson beginnings, task transitions, group work and moving around school calmly. It is the responsibility of class teachers to share these routines with any other adults working with their class to ensure consistency particularly for PPA lessons. Clear procedures are also in place for lunchtimes so that all children know what to expect and consistency is maintained with any adult on duty.

- **Relationships**

Staff are expected to regulate their own emotional state and create relationships of trust, dignity and support between themselves and all pupils. They should understand how SEND affects behaviour e.g ADHD, autism, dyslexia, Aspergers or have an awareness of other personal difficulties a child may be experiencing. It is important for staff to recognise where help is the most appropriate response to any children displaying difficulties with behaviour.

- **Reactions and Responses**

Staff are expected to understand when and how to react to inappropriate behaviour in such a way that normal classroom systems are resumed, and further disruption is minimised. These can involve a repertoire of possible responses such as discreet verbal/non-verbal cues, body language, reminders, sanctions, removals, summoning assistance.

Responses to inappropriate behaviour vary and all staff know that any consequences need to be proportionate to the behaviour, with children fully aware of any consequences through consistency and reminders. We usually find that children respond well to a quiet reminder, however if they need to be spoken to repeatedly a reminder will be issued before having to move name on class behaviour ladders.

6. Recognition

In many circumstances, sincere (and proportionate) recognition of the child's achievement is the most valuable reward available as this acts as an intrinsic motivator and avoids 'reward fatigue' where children may become desensitised to the benefits Tom Bennett, Independent review of behaviour in schools

After taking part in a project with Lancashire County Council and seeking the views of children, parents and staff we agreed that we want children to behave in a positive way because it is the 'normal expectation' and not to gain a reward.

Learning Powers are used in each class (Tortoise Teamwork, Resilient Rabbit and Independent Insect), with children being taught different skills to support them with their learning. Classes have a recognition board, and the aim is for all children to have their name on the board by the end of the week. We have seen the positive impact this has had especially with children recognising learning powers demonstrated by their peers and outlining why their name should be added to the board.

End of week reflection meetings take place in classes so that children can reflect on their week and the learning power, providing opportunity to talk about children showcasing the specific power.

Other examples of intrinsic rewards include:

- verbal praise, a smile, thumbs up, using the example of good behaviour to motivate others.

Other positive rewards may include:

- Children moving their own name up the behaviour ladder to gold when they demonstrate that they have 'gone the extra mile'
- Occasionally, stickers and stamps are still used for younger children, and some classes choose to award Dojo points (linked to the Learning Powers).
- Children who have had a good week in school all can be included in the Golden Box raffle, which takes place during Friday Superstar Celebration. Class teachers make decisions based on behaviour over the whole week as to whether a child should be included in the golden box draw. This is at staff discretion in a fair manner and not necessarily dependent on if a child has moved their name on the behaviour ladder.
- Older children are given responsibility via various jobs in school and some of these involve being buddies for younger children.

Special Awards

- **Superstar and Megastar Certificates**

Each Friday, all classes take part in the Superstar Celebration, where family and friends are welcome to attend. A child from each class is chosen as Superstar for outstanding achievement during the week. Children enjoy celebrating their peers' success (and all children are aware they will have opportunity throughout the year to be awarded a certificate).

At the end of the month an additional child is chosen to be '**Monthly Megastar**'. This is for consistently going above and beyond in class and for excellent behaviour all the time.

- During Tuesday worship, members of Ethos Group present **values certificates** to children in recognition of demonstrating our Christian Values.
- The school acknowledges all the efforts and achievements of children, both in and **out of school** in the weekly Superstar Celebration. Children can bring in certificates and other things gained through meaningful out of school activities and these will be presented.

4. Discipline in Schools – teacher's powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for the pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
 - Teachers have the power to impose detention outside school hours.
 - Teachers can confiscate pupils' property
- (DfE Behaviour and discipline in schools)

7. Dealing with Misbehaviour and Sanctions

- It is acknowledged that unacceptable behaviour does sometimes occur at St Peter and St Paul's. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for unacceptable behaviour.
- When dealing with misbehaviour, the nature of the behaviour, the age of the child and individual circumstances are always considered.

8. Behaviour Ladders and Reflection Time

- Each class has a behaviour ladder, and these are displayed on the wall. Children start each day on 'ready to learn' and move up/down the ladder as needed (including to gold when something particularly positive has happened)
- Children will only be asked to move to red **by the adult in charge of the class** e.g this will normally be the class teacher unless a teaching assistant/other adult has temporary overall responsibility for the class in the class teacher's absence.
- If children need to be reminded about their behaviour, they may be asked to stay in and complete unfinished work/repeat work or sit quietly **in their own classroom**.
- Children are provided with many reminders about behaviour before any consequences are applied. If inappropriate behaviour continues, children may benefit from some quiet 'reflection time' E.g. after a gradual, incremental moving of their name or for more serious incidents. Staff are aware that it is not appropriate for a child to move directly to red without any warning and they need to move to amber first for them to have time to modify behaviour.
- During 'Reflection Time' children are provided with a quiet time to think about their actions and how they can make improvements; children are provided with a Reflection Form to complete and opportunity to write a prayer. Younger children may be asked to draw a picture of themselves, behaving in a more appropriate manner.
- If there is a severe instance of inappropriate behaviour, the child may be asked to have 'Reflection Time' without having moved their name, however this should only be resorted to in extreme circumstances and by the adult in overall charge of the class.
- All children are given a fresh start and return to 'Ready to Learn' at the start of each new day, or sooner if staff feel appropriate.
- On rare occasions, or for extreme behavioural incidents, children may be required to miss the social side of lunchtime, usually if their behaviour in class or at previous lunchtimes/playtimes has been unacceptable. If this happens, children are always allowed to have their lunch, including a drink and have access to the toilet.



- Staff can choose to issue an after-school detention (Reflection Time) and this may be appropriate when children do not mind missing a playtime during the day. School staff will always ensure that parents are informed about an after-school detention and will not compromise a child's safety e.g. keeping them behind when they will be unsafe getting home.

9. Staff with relatives (or children known personally) in school

- Staff are aware of the need to interact with relatives (or children that they know personally) in a professional manner during working hours e.g. they will be referred to as Mr/Mrs/Miss
- Where there could be a conflict of interest, e.g. dealing with a behavioural issue that involves relatives or children known personally in school, staff may feel it is more appropriate to ask other members of staff to step in.

10. Pupil Responsibilities

- To always model our school Christian values
- To listen to and follow instructions from school staff
- To follow any rules and routines that are in place
- To accept the consequences for inappropriate behaviour
- To reflect on inappropriate behaviour and try to ensure that it does not happen again.

11. Parent Responsibilities

- To ensure that children are aware of how to behave in all situations.
- To encourage independence and self-discipline.
- To be aware of the school rules and expectations.
- To support the school in the implementation of this policy.
- To foster good relationships with school and staff.

12. Contacting Parents and Support

- Parents will not necessarily be informed of one-off low-level behavioural incidents that have already been dealt with in school.
- Parents will be informed if a child's behaviour continues to be inappropriate after reminders in school and if they have been in Reflection for a second time. Reflection Sheets will then be shared with parents, and staff will discuss how we can best support the child and to help them improve their behaviour.
- Parents may also find the Progress Reports that are sent out throughout the year, useful in providing information about behaviour.
- Children may be referred by staff for pastoral support, and this will usually be provided by the teaching assistant in class. Together they will work to identify and alleviate any barriers to learning which may be impacting on the child and parents would usually be involved in this process

13. Children with Special Educational Needs and Disability (SEND)

Although we expect all children to follow our school rules and behave in 'The St Peter and St Paul's Way', we do appreciate that this could be more difficult for some children with Special Educational Needs Disability (SEND).

The Equality Act 2010 places a duty on schools to consider the circumstances and needs of each pupil when managing behaviour issues. Thus, for a pupil with a known disability, treatment must be proportionate and the same treatment cannot simply be given to everyone in the same situation.

Pupils with the greatest behavioural needs need to be proactively supported rather than waiting for their difficulties to manifest themselves when they require a response. Where this has been recognised these children may:

- Have an Individual Behaviour Plan (IBP) and class teachers/SENDco will ensure that this is shared with all adults, as appropriate, in school.
- Have regular meetings with their teacher and parents/carers.
- Have a report card/behaviour chart in place with appropriate targets to help improve/modify their behaviour.
- Have an ABC chart to monitor triggers for inappropriate behaviour and the consequences.
- Have support from school SENCO who may refer to other agencies as needed.

14. Staff Guidance

Staff are provided with guidance about examples of potential behaviour escalation and strategies that can be used to manage it effectively.

15. Child on Child Abuse

Child-on-Child abuse is defined as abuse that occurs between children who are under 18 years of age.

All staff should be aware that children can abuse other children of any age and gender, (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college, home and online. As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports (whether these concerns are thought to have taken place on or off-site). All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between children and young people and will not tolerate abuse as "just banter", "just having a laugh" or "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment for children and a

culture that normalises abuse leading to children accepting and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for all children involved. This includes both the child who has experienced harm and the child whose behaviour has caused concern. A safeguarding response will be required for each child involved in an incident.

More detailed information on Child-on-Child Abuse can be found in the school Safeguarding Policy and Keeping Children Safe in Education

16. Use of Reasonable Force and Restrictive Interventions

Staff are committed to creating a safe, calm and respectful environment for all pupils, staff and visitors. The school recognises that there are rare circumstances when the use of reasonable force or other restrictive interventions may be necessary to keep children and adults safe. The use of reasonable force will always be lawful, proportionate, time-limited and used only as a last resort. The school places strong emphasis on prevention, early support and de-escalation to minimise the need for restrictive interventions. This policy is based on guidance from DfE Restrictive Interventions, including use of reasonable force in schools (April 2026)

16. Confiscation of inappropriate items

There are two sets of legal provisions which enable school to confiscate items from pupils

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (section 94 of the Education and Inspection Act 2006)
- Power to search without consent for 'prohibited items' including knives, weapons, alcohol, drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to cause an offence, cause personal injury or damage to the property and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Weapons, knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

17. Exclusions

Internal Exclusion

At St Peter and St Paul's we define 'internal exclusion' as when a child is removed from the classroom setting, but not from the school site. This is for a temporary period e.g. a half or full day, due to inappropriate behaviour. There may be times when a child has deliberately chosen to make an undesirable choice in the hope that they will be externally excluded and sent home. Sometimes an internal exclusion may be needed to get a child back on track with learning and behaviour without the severity of an external exclusion.

Parents are kept informed and teachers plan for the child who will complete set work away from his/her own class under the supervision of a teaching assistant or another member of staff. This may be a half day or a full day depending on the child and behaviour exhibited.

Children are always provided with an opportunity to get fresh air at a time the others are not on the playground and can have access to a drink of water and the toilet as needed. Their behaviour will be discussed with them with the aim of re-integrating them successfully back into class at the earliest opportunity.

Any use of isolation that prevents a child from leaving a room of their own free will is only considered in exceptional circumstances. This would normally be if the child was a danger to other children/staff or could harm themselves.

It is at the discretion of the school to decide how long the pupil should be kept in isolation and for the staff member in charge to determine what pupils may or may not do during the time they are there.

As a school we will not keep a child in seclusion or isolation for any longer than is necessary and we will ensure that his/her time is used as constructively as possible.

External Exclusion

In cases of repeated disruption or on occasions of a high level of inappropriate behaviour the headteacher or deputy headteacher may make the decision to exclude a pupil for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

This decision would never be taken lightly and would involve balancing the needs of the individual pupil against the needs of the rest of the school/class. The safety of pupils and staff may also be a consideration as would the right to the best possible education.

It would normally be expected that where a child has been excluded there would have been previous dialogue between the school and the parents regarding the standards of behaviour and a range of other measures would already have been tried. This would probably have involved an Individual Behaviour Plan (IBP)

Where an external exclusion has taken place, parents have the right, if they wish, to appeal to the governing body (or a sub-committee) with a view to reversing the decision.

A re-integration meeting will always be established before a child returns from exclusion.

18. Discipline beyond the school gate

- Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. These will be

proportionate and fair responses that may vary according to the age of the pupils and any other special circumstances that affect the pupil.

- Instances of inappropriate behaviour, either witnessed by a staff member or reported to school, can be investigated by school staff and may be dealt with in the same manner as any other behavioural incident in school. Alternatively, parents may be contacted and asked to deal with the matter at home.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised/related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether the conditions above apply that:

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

19. Attendance and Punctuality

Good attendance and punctuality are crucial for maintaining high standards of behaviour in school and children are expected to arrive punctually for school. Parents will be contacted if their child has unauthorised absences or if their child is regularly arriving late for school.

20. Parental Support

Parents of children attending our school are expected to recognise the importance of having a behaviour policy in place and our expectations of children and staff following the St Peter and St Paul's Way. Similarly, we expect the same standard of conduct from parents and if there are any concerns, parents should contact school and discuss them in an appropriate manner. As detailed in this policy, school staff are continually working with the children and exploring any problems they may have had. In most cases, these will be minor disagreements or there is a good reason why something may have happened which is sorted without the need to mention it to parents. Staff will always contact parents if there is the need so that they are kept informed of situations.

Child Friendly Anti-Bullying Policy

St Peter and St Paul's is a place where everyone has the right to be themselves. It's a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other.

Our school is a bully-free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is

SEVERAL TIMES ON PURPOSE

Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone

Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, this is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic bullying. This is saying unkind or nasty things because of someone's sexuality, or because or because they have two mums or two dads. It is also calling someone names on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Special educational needs or disability
- What someone looks like
- Where someone lives
- Cyberbullying, this is sending mean text messages or emails, rumours sent by email or posted on social networking or games and embarrassing pictures, videos, websites or fake profiles.

If someone is being hurtful or unkind to you **several times on purpose, for whatever reason, whether it is about you or your family or friends that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.**

Why does bullying happen?

Although bullying doesn't happen very much at this school, we have to be ready in case it does. Bullying may happen to you, and we need to know about it immediately. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

Where does bullying happen?

Bullying can happen at school, after school and online.

What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again. You can:

- Tell your teacher or any other teacher.
- Tell any other adult in school
- Tell a friend who will be able to help.
- Tell an adult at home
- You can also write a note about the bullying and put it in the worry box in the prayer corner.
- You can also call Childline at any time for free on 0800 1111. They will not tell anyone else about what you have said.

If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

St Peter and St Paul's Anti-Bullying Policy

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

Mark 12:30-31

Vision

The policy reflects the school vision and values as a Church of England school where all the members of the school community are loved by God and all are encouraged to live out that love by welcoming and valuing each other. This will include being able to respect each other even when individuals may hold different points of view from each other. However, as a Christian school we aim to love and serve God first and ourselves and others second.

School statement

We believe that all people are made in the image of God (Gen 1:27) and are unconditionally loved by God. We believe that everyone is equal in the sight of God because we recognise that none of us can live up to the “holiness” of God. As a result we treat each other with dignity and respect striving to live lives that reflect our Christian values of love, respect, forgiveness, humility, wisdom, justice and endurance. We seek that each person be enabled to flourish whatever their differences.

Aims

- To live out our Christian vision and values following the example of Jesus Christ whose love embraced all.
- 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 occur.
- 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 the school's 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 hurtful, unkind or threatening behaviour which is deliberate and repeated (Several Times on Purpose). Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community. The Christian vision and values of the school should lead to a diminishing of any such behaviour.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)

- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gesture, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent bullying

Bullying could be based on many things, including:

- Race
- Religion or belief
- Special Educational Needs or disability
- Culture or class
- Appearance or health conditions
- Sexual orientation or Gender identity (homophobic, biphobic, transphobic)
- Gender
- Related to home or other personal circumstances

Child on Child Abuse

Child-on-Child abuse is defined as abuse that occurs between children who are under 18 years of age.

All staff should be aware that children can abuse other children of any age and gender, (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college, home and online. As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports (whether these concerns are thought to have taken place on or off-site). All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between children and young people and will not tolerate abuse as “just banter”, “just having a laugh” or “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment for children and a culture that normalises abuse leading to children accepting and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for all children involved. This includes both the child who has experienced harm and the child whose behaviour has caused concern. A safeguarding response will be required for each child involved in an incident.

More detailed information on Child-on-Child Abuse can be found in the school Safeguarding Policy and Keeping Children Safe in Education

Reporting bullying

We always encourage bullying to be brought to the attention of staff in school and children are regularly reminded that there is always someone they can tell, e.g. parents, their teacher, another member of staff, our vicar or their friends.

Children also have opportunity to report incidents anonymously by placing a note in the class worry boxes.

Reporting – role and responsibilities

Staff

- All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents/carers

- We aim to convey the important message to parents that as a school we do not tolerate any form of bullying and as soon as it is brought to our attention, we will deal with it.
- Parents and carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying while also supporting the school in following policy.
- If parents are concerned that their child is being bullied and this has been several times on purpose, rather than a one off falling out, they should contact their child's class teacher who will investigate it immediately and get back to them. The class teacher will involve Senior Leaders as needed.
- Parents are advised that absence from school because of bullying can disrupt their child's education and make it difficult for them to re-integrate back into school. As a school we will work with parents closely if they are concerned about their child being in school so that they feel safe in school. This may mean the child working away from the bully for some respite until the situation is sorted out.
- If parents are concerned about cyberbullying occurring out of school hours they can contact us at school and we will inform the parents of the child involved of their concerns. We also advise parents that they do have the option of blocking contacts on games or phones if anyone is causing their child distress.

Pupils

At St Peter and St Paul's our Christian vision and values of the school respect all so pupils should not take part in any kind of bullying and should watch out for signs of deliberate and repeated threatening behaviour among their peers. If any is noticed they should offer support to the victim and encourage them to report it.

Governing Body

- To discuss and agree the anti-bullying policy, and to keep up to date on national guidelines and reports
- To ensure the implementation of the anti-bullying policy
- To monitor reports of bullying in the school

Responding to bullying

1. Staff will listen to concerns from child or parents and will complete an initial investigation to find out what has been happening.
2. Staff will record the bullying on CPOMS and any actions taken.
3. Support will usually be offered to the victim of the bullying from the class teacher and teaching assistant in the class and a buddy system will be put in place, where a

child is linked up with another member of the class who will check on them during playtimes.

4. Staff will proactively respond to the bully who may require support from the class teacher and teaching assistant. We will always aim for restorative justice to be implemented so that the bully can be encouraged to make up to the victim.
5. Staff will assess whether parents and carers need to be involved.
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. The Designated Safeguarding Leads will monitor incident reporting forms and information recorded on CPOMS.
8. If an incident does occur, the designated school staff will produce a report summarising the information which the headteacher will report to the governing body.

Bullying outside of school

Following Jesus' example, we do not tolerate injustice and bullying whether it takes place inside or outside of school. The nature of cyber bullying in particular means that it can impact on pupils 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. The school is active in addressing responsible and respectful use of social media. The school is active in supporting parents to take responsibility for their child's respectful use of social media especially in such a fast changing environment. Staff will assess whether any other authorities (such as police or local authority) need to be involved.

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 CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudiced 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, with the headteacher regularly reporting 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

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

- 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.
- Staff proactively gathering intelligence about issues between pupils which might provoke conflict and addressing these before they escalate.

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The whole school curriculum is used to highlight and explore the anti-bullying commitment of the school. There are more extensive opportunities to explore anti-bullying themes within the PSHE programme of study which includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Together with the PSHE curriculum, the Religious Education programme of study 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.
- 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.
- Peer-mentoring, pupil-led programmes e.g School Council and Ethos Group offer support to all pupils
- Restorative justice systems provide support to victims of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g through School Council and Ethos Group.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The headteacher is responsible for ensuring that all school staff and adults working in school receive training on the vision and Christian Values of the school and on the anti-bullying policy.

Monitoring the policy

Key Stage Leaders, SLT and Governors monitor the policy

Evaluating and reviewing

The headteacher is responsible for ensuring that the vision and Christian Values of the school are rigorously applied to the anti-bullying work in the school and in reporting termly to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld. The governors are in turn responsible for supporting the vision and values and 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.

References

Valuing All God's Children (*The Church of England Education Office, Autumn 2017*)
<https://www.churchofengland.org/more/education-and-schools/education-publications>

Playground Behaviour and Conduct

These are guidelines to ensure that appropriate levels of behaviour are maintained during this more unstructured part of the school day. All staff are expected to take responsibility for maintaining high standards of behaviour and for dealing with any incidents appropriately under the guidance in the Behaviour Policy and by using a common-sense approach. All members of the school community are expected to display appropriate common sense for their age and level of responsibility.

1. Teachers should remind children at frequent intervals that they must not be on the school premises before 8.45 a.m. (unless they are attending Breakfast Club which opens at 7.30 a.m) Children should not return to school after 3.20 p.m. unless they are with their parents and are seeking to talk directly to a teacher.
2. At playtimes there will be two members of staff on duty in the playground and one member of staff must supervise the trim trail installed on the left side of the playground and the other member of staff supervise games of football on the astroturf. At the same time, they must monitor behaviour on the playground as a whole. It is the responsibility of all lunchtime staff to ensure that these areas are **always** supervised by an adult.
3. Children are discouraged from re-entering school once they are in the playground unless they have a valid reason and have permission from an adult on duty.
4. Children must not play on the grassed areas edging the playground unless they are told that this is allowed by the staff on duty. **Staff will assess the condition of the grassed area and the astroturf/trim trail to ensure that these areas are safe to play on.**
5. Children must always walk on the left e.g. when they are going out to play and when they are on their way back inside.
6. At lunchtimes there must be at least two staff supervising the playground.
7. Staff always insist on good manners from all children (please, thank you, no shouting or name-calling etc.)
8. When the whistle blows there is the expectation from all staff that the children line up immediately and do not continue playing. Any toys are put away carefully showing respect for school property. **Children are provided with a reminder whistle that playtime is coming to an end 5 minutes before.**
9. At the end of playtimes, it is the responsibility of staff on duty to supervise children walking to the line and all staff meet their own class in the playground to ensure that they are lining up quietly and sensibly. Any child who struggles to line up with their class must be supervised at this time so that behavioural incidents do not occur.
10. The teacher/staff on playground duty should be the last person in through the door and ensure that it is closed securely.

11. **Behaviour on the football pitch**

- To clarify expectations on the football pitch, children are regularly reminded about appropriate conduct with contracts available for any individuals/ classes experiencing difficulty.
- Any incidents of inappropriate behaviour will be dealt with by recording this in their contract. On-going incidents could result in a child not being able to play football for a specific period and children are all aware of this.
- Where there are potential issues between individuals, consideration must be taken of which children are on the pitch at the same time. It is the responsibility of class teachers to communicate this with staff.

Monitoring, Evaluation and Review

We are constantly monitoring behaviour around school to ensure that standards remain high. This may involve introducing new strategies to manage behaviour along with additional reward systems. We will monitor, evaluate and review our Behaviour Policy annually or as necessary.

Related Policies:

Teaching and Learning Policy

SEND Policy

Safeguarding and Child Protection Policy

Equality Policy

Latest Review: September 2026

Name: _____ Date: _____



Tick all that apply	
I was given reminders about my behaviour	
I had to move my name on the behaviour ladder	
I continued to behave inappropriately after being reminded	
I did not behave in the 'The St Peter and St Paul's Way'	

Which school rules did you not follow?		Which values did you not follow?	
<i>(Put x in the boxes that apply)</i>		Respect	
I always tell the truth		Love	
I always try my best		Endurance	
I always use kind words, kind hands, kind feet		Humility	
I always use good manners and set a shining example to others		Wisdom	
I always walk around school safely and into Worship without talking		Justice	
I always look after myself and school property		Forgiveness	

Describe your inappropriate behaviour (What did you do?)

What do you need to do differently in the future? _____

Pupil Signature _____