Our Lady of Good Counsel Catholic Primary School
A Voluntary Academy

School Mission Statement

Our mission is to deliver outstanding and distinctive Catholic education with Christ at the centre of all that we do. We welcome and recognise God's Grace in all and celebrate the diverse community we serve.

The Our Lady family learn together through the virtues and values of the Gospels which encourages us to become respectful modern global citizens. Opportunities are given for the children to live out Catholic social teaching principles, working together with local and worldwide charities.

Through mutual support and partnership with our parish and families, we recognise and guide the unique talents of each individual and nurture every child to be the best they can be.

We Love, Live and Learn in the Light of Christ

Restorative Practice: Relationships and Behaviour Policy

Introduction:

At Our Lady of Good Counsel Catholic Primary School, we aim to create a happy, safe, kind, caring,

stimulating and inclusive environment for all.

Promoting good behaviour amongst the children is a shared responsibility. All members of the school community - staff, governors, parents/carers, the wider community and the children - have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high expectations of behaviour that we have at Our Lady of Good Counsel.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support children in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

At Our Lady's, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of creative and academic abilities and social skills of the pupils.

Our Aims:

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values

are built on teachings of the Catholic Church and the Good News of the Gospels ensuring that we have mutual trust and respect for all.

- Develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Our children and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards as identified below.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents/carers to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement as written evidence that they are in agreement. We aim to work with parents/carers and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.

- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone or class dojo.
- The Parents/Carers' Consultation Evenings also provide a forum for discussion.
- Parents/carers may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements.
- Certificates and stickers that children take home.
- Communication through Class Dojo to inform parents/carers of their child's achievements.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra Maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, children are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- Head Boy and Head Girl
- Deputy Head Boy and Deputy Head Girl
- House Captains
- Vice Captains
- Playground leaders
- Digital Leaders
- Mini Vinnies
- Shining Stars
- Reading Ambassadors
- Librarians

Learning and Conduct Behaviours

Learning and conduct behaviours (known as tick behaviours) are rewarded with raffle tickets. When a child displays the positive behaviours, see table below, they will be given a raffle ticket. When they receive three raffle tickets they will gain a class dojo. Class dojos can still be rewarded for exceptional work and effort. Five raffle tickets are drawn at the end of the week (one for each day of the week) and a prize taken from the class prize box. Raffle tickets can be awarded by all school staff and cannot be removed as a sanction.

Learning behaviours and conduct

✓ Behaviours

In the classroom	Rewards
• Enter the classroom calmly and quietly. • Sit Safely. • Be ready for learning. • Be an active learner. • Look at the adult who is teaching or talking. • Hand up for help. • Work together.	• Raffle ticket to reinforce learning behaviours. • Raffle tickets are put in a box at the end of each week and a prize given for the name(s) drawn. • Whole class reward tokens – each class will decide on a reward/treat to work towards.
Moving around school	**Rewards**
• Walk in single file on the left. • Walk quietly. • Open doors for others. • Show responsibility for the environment eg: picking up something from the floor, looking after equipment. • Smart appearance.	• Raffle ticket to reinforce learning behaviours. • Raffle tickets are put in a box at the end of each week and a prize given for the name(s) drawn. • Whole class reward tokens – each class will decide on a reward/treat to work towards.
On the playground	**Rewards**
• Positive play with other children. • Helping other children. • Use equipment appropriately. • Put equipment away safely and neatly. • Stop on the first whistle. • On the second whistle walk to the line and line up quietly. • Walk quietly into school/classroom.	• Raffle ticket to reinforce learning behaviours. • Raffle tickets are put in a box at the end of each week and a prize given for the name(s) drawn. • Whole class reward tokens – each class will decide on a reward/treat to work towards.
Dining room/hall	**Rewards**
• Enter and leave the dining room/hall quietly. • Use good manners and etiquette. • Talk quietly while eating lunch. • Listen to and follow instructions. • Clear away before leaving. • Line up and leave silently.	• Raffle ticket to reinforce learning behaviours. Raffle tickets are put in a box at the end of each week and a prize given for the name(s) drawn. • Whole class reward tokens – each class will decide on a reward/treat to work towards.

The

Restorative Approach

Building a positive community includes rules and high expectations.

At Our Lady of Good Counsel our ethos is 'To Love, Live and Learn in the Light of Christ'. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, ensuring that we follow Jesus's commandment to, "Love one another as I have loved

you, so you must love one another. By this everyone will know that you are my disciples." John13: 34-35.

Every class has regular PSHE sessions during which, expectations of behaviours are taught and reinforced, but it is mainly used to build connections and relationships within the class and collaboratively resolve any issues arising.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced in line with this policy.

See Cross Behaviours grid for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Expectations for pupil and adult conduct

We are proud that we have created a well-organised, attractive and stimulating learning environment. Following the tick behaviours means we have expectations for the various areas within the school, as well as for specific 'whole school' activities. All pupils are expected to display the tick behaviours at all times.

The school environment

All of us should be proud of our interesting and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration. The moving around school tick behaviours are displayed around school. Staff hand out raffle tickets to pupils displaying the tick behaviours and verbally reinforce the expectations.

Assemblies and liturgical prayer

With staff leading their class from the front of the line, each class enters and leaves the hall silently. Children sit smartly and silently during but should be keen to participate in any interactive parts in a positive and respectful manner. Staff attend liturgical prayer and assemblies (as per the timetable) to demonstrate to the children the importance of the occasion. Staff hand out raffle tickets to pupils displaying the tick behaviours entering, during and leaving liturgical prayer and assemblies.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, and on the instruction of the adults supervising, children should clear their eating area, leave the dining area quietly and walk to the playground or field. The dining room tick behaviours are displayed in the hall. Staff hand out raffle tickets to pupils displaying the tick behaviours and verbally reinforce the expectations.

The playground

Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another. The playground tick behaviours are displayed on doors to the playground. Staff hand out raffle tickets to pupils displaying the tick behaviours and verbally reinforce the expectations.

All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that the OLGC rules are being enacted and that any
incidents are being properly dealt with within the restorative framework.

To ensure the safety of all, the children:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult
- do not pick each other up or play fight
- only go inside when they have an adult's permission e.g. to go to the designated toilets

Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation.

School uniform
Children are expected to wear the correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed in the School Uniform Policy. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.

The Restorative Approach – Dealing with misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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: o Sexual comments
  - o Sexual jokes or taunting
  - o Physical behaviour like interfering with clothes
  - o 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
- 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)

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened, but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **How do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- **Who else has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.
- **How do you think they feel about that?** What they were feeling at the time. • **What could you have done differently?** Children are encouraged to think about alternative strategies or behaviours they could have used in the situation.
- **How can we repair the damage?** What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping
them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Implementation of the Restorative Approach – Practicalities

At Our Lady of Good Counsel, we recognise that all children are unique individuals and therefore

we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

Each class has a clear display of rewards, cross behaviours and sanctions so that it may be referred to as part of a restorative discussion. All classes in Early Years and KS1 also have a 'Restorative Station' which visually displays the restorative conversation in language that is accessible to young children. We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the children's understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

The Restorative Approach and use of consequences

When using consequences at Our Lady, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion (see Exclusion policy). External agencies may need to become involved for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Learning and Conduct Behaviours

Pupils are expected to display the positive tick behaviours at all times in school. Where pupils display unacceptable behaviour and conduct (known as cross behaviours) they will receive reminders and sanctions as detailed below. Cross behaviours are displayed in all classrooms and in the hall.

Learning behaviours and conduct
X Behaviours

Type of behaviour	Sanctions
Low level – disrupting learning • Not on task • Talking over teacher/TA • Shouting out • Not following instructions • Making noises • Fiddling with equipment • Rocking on chairs • Answering back/rudeness • Moving around class without permission **Low level lunchtimes** • Talking over an adult or shouting out • Playing with cutlery, bottles or other equipment • Talking with a mouthful of food	• **Reminder 1 –** the pupil's name goes on the board (acts as a first warning). • **Reminder 2 –** the pupil gets one cross next to their name (acts as a second warning). • **Reminder 3 –** the pupil gets a second cross against their name. The child will miss their playtime. • **Reminder 4 –** the pupil gets a third cross against their name. Sent to paired class. EYFS and KS1 15 minutes KS2 whole session The child will miss their playtime.

• Sharing or throwing food • Not following instructions • Rocking on chairs • Answering back/rudeness • Moving around without permission	• Paired classes EYFS to EYFS/KS1 leader Year 1 and Year 4 Year 2 and Year 5 Year 3 and Year 6 • **Reminder 5** – the pupil gets a fourth cross against their name. EYFS and Y2 sent to EYFS/KS1 leader. Y1, Y3, Y4, Y5, Y6 sent to DHT. Parents informed.
• Persistent low level disruption	• Repeatedly reaching reminder 5 – internal exclusion for a day. • Support to make better choices – behaviour chart. • Parents informed.
<u>Medium Level – difficult behaviour</u> • Physical contact with another child • Throwing objects – not directly at a person • Leaving the classroom without permission • Refusal to complete tasks to a good standard	• Sanctions as above.
• Persistent difficult behaviour	• Internal exclusion. • Support to make better choices – behaviour chart – SLT daily report. • Parents informed.
<u>High Level – Dangerous Behaviour</u> • Deliberately hurting another person • Deliberately damaging property • Spitting • Swearing • Bullying • Racist/homophobic comments • A one off serious behaviour or extreme reaction to a situation	• Child sent immediately to the Head Teacher or Deputy Head Teacher – possible actions: • Formal restorative practice conversation which may include parents. • Positive handling. • Removal of privileges (class/whole school responsibilities) and/or exclusion from after school clubs. • A letter to parents which is placed on the child's file. • Parents invited to attend a meeting which is followed up by a letter which is placed on the child's file.

	• **Internal exclusion (child required to complete work set by class teacher away for class group – letter sent to parents and placed on child's file).** • **Lunchtime exclusion, fixed term exclusion, permanent exclusion.**

Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil)
- cause personal injury to, or damage to the property of, any person (including the pupil themselves)
- prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. Most staff on roll have attended Restrictive Physical Intervention training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible,

more than one member of staff should be involved.

RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been RPI, a record must be made on the Team Teach incident form (kept in the Headteacher's office) and parents/carers must be informed as soon as practical after the incident.

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
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.

This policy complies with our funding agreement and articles of association.

Behaviour and Safeguarding - Peer Abuse (see Safeguarding policy)

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of peer abuse, the procedures and guidance in Part 6 of the Safeguarding Policy (Child on child sexual violence and sexual harassment) will be followed, in the same way as if the matter was in respect of abuse by an adult. harr

Our Lady of Good Counsel Primary School will have regard to DfE guidance Searching Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_scre ening_confiscation_advice_Sept_2016.pdf

Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the LSCB child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature, the DSL will have regard to the Brook Traffic Light Toolkit and make considerations as to the age of the child involved.

Behaviour and Safeguarding - Mobile phones and technology

Only children in Year 6 are permitted to bring mobile phones to school: all other children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must hand them in to their class teacher, who will then take them to the office first thing in the morning and collect them at 3.10pm. Any other mobile phones which are found in school will be taken to the office for collection at 3.10pm.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') or the sharing of inappropriate images – both in school and outside of school - these must always be reported to the DSL, who will have regard to the 2020 updated government guidance for sharing nudes and semi-nudes.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible_.pdf
The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate (see Safeguarding Policy).

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

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

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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 (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti bullying strategy.

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the OLGC rules
- Display the tick behaviours at all times

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 for more information on responding to allegations of abuse against staff or other pupils.

CPOMS: When should behaviour incidents be logged?

SLT review CPOMS regularly and create actions based on issues and trends in order to ensure support at the right times and in the right places. The child's class teacher (or HLTA if covering) should log the following incidents/issues on CPOMS if they arise for a child in their class:

- When a pupil damages property on purpose (belonging to school or to another individual in school).
- Racist or homophobic incidents (these also need to be reported separately to the HT). • Severe swearing/verbal abuse.
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
- Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved. • Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-6 occur during lunchtime, the MDSA involved should report this to the Senior MDSA who will pass the information on to the class teacher and SLT, if necessary. SLT will log this on CPOMS and will liaise with the class teacher regarding any further action. Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this (or SLT member if it is related to a lunchtime incident).

Roles and responsibilities

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS.
- The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour •
  Discuss any behavioural concerns with the class teacher promptly

Links with other policies

This policy is linked to our:

- Child Protection Policy
- Safeguarding Policy
- Anti-bullying Policy
- Positive Handling Policy
- Mobile Phone Policy
- Home-school agreement

Issued: September 2026
Next review date: September 2028