

Anti-Bullying Policy

Chadlington C of E Primary School



Approved by:

Governing Board

Date:

Last reviewed on:

Next review due by:

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Introduction

This policy should be read with reference to the following school policies: Child Protection Policy, Behaviour policy, SEN information report and Whistleblowing policy and the Staff Code of Conduct.

This policy is designed in accordance with:

- The DfE's guidance "Behaviour in Schools" (2024)
 - Keeping Children Safe in Education (2025)
 - UK GDPR and the Data Protection Act 2018
 - The school's Safeguarding, Online Safety, and Behaviour policies
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Rationale: school vision

A very warm welcome to the Chadlington Church of England Primary School website. At our school we aim to provide every child with the opportunity to explore and celebrate their unique potential and to develop their imagination, creativity and self-belief. Our staff help enable our pupils to thrive as life-long learners; developing the confidence, resilience and drive that they need to reach their goals. We encourage our pupils to embrace opportunities so that they will go on to lead a fulfilling and rewarding life, guided by Christian values.

We have adopted the following values to serve and supplement the vision:

- Wisdom
 - Perseverance
 - Creativity
 - Compassion
 - Faith
 - Hope
 - Love
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Aims of our anti-bullying policy

Good behaviour is an essential prerequisite for effective learning, and managing every child's behaviour is the responsibility of every member of staff within the school.

Children are given every opportunity to be involved in managing their own behaviour. We recognise that good behaviour is closely linked to lively and stimulating teaching, and is supported by positive relationships between all members of the school community. Children who meet the required standards of behaviour will be rewarded. We have a whole school behaviour code and a whole school management system in place to support consistency. We also adapt our approach for children according to their individual needs.

Maintaining high standards of behaviour is vital in ensuring that teachers can deliver the curriculum and that everyone in school feels safe. We actively teach good learning behaviours in class. Children, staff and parents/carers have rights and responsibilities.

Code of Conduct, rights and responsibilities

All children in Chadlington CofE Primary School are expected to follow the Code of Conduct:

- Look after our school and everyone in it.
- Work and play well together.
- Always try our best.

Rights of children

- To feel safe at school
- To be respected and valued as individuals
- To be listened to

Responsibilities of children

- Respect everyone's right to a safe environment
- Alert a member of staff to any inappropriate behaviour towards another child
- Treat other children and adults with respect
- Speak politely to other people
- Behave in a manner that is conducive to both their learning and that of those around them
- To follow the agreed rules

Rights of staff

- To work in a safe environment
- To be respected and valued
- To be listened to
- To receive professional development

Responsibilities of staff

- To be a good role model
- Follow the school's code of conduct
- Create a safe and pleasant environment, physically and emotionally
- Treat all children and adults with respect
- Remind children of expected behaviour using positive statements (e.g. 'Walk' rather than 'Don't Run')
- Build positive relationships with the children they work with
- Praise children's efforts and achievements
- Explain to children what they should have done or said when they get it wrong
- Tell parents about their child's efforts and achievements
- Tell parents if their children are getting it wrong

- Never act in a way that could be seen as being unfair
- Set clear and consistent boundaries
- Always ask for every side of the story where there is a dispute or an accusation
- Keep the Headteacher informed of issues relating to behaviour

Rights of parents and carers

- To be informed of serious misbehaviour
- To be listened to
- To be involved in finding solutions to their child's inappropriate behaviour

Responsibilities of parents and carers

- work in partnership and support the school to benefit their child's welfare and education
 - inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing
 - make their child aware of inappropriate behaviour
 - encourage independence and self-discipline
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The following behaviour from children or adults is not acceptable

- Use of rude or unkind language
 - Hitting, kicking, biting or other such physical responses
 - Disruptive or distracting behaviour in class
 - Racist, sexist, homophobic or transphobic remarks
 - Stealing
 - Damage to property or the environment
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Staff

- Use positive behaviour management strategies to pre-empt difficulties and de-escalate situations
 - Share the Code of Conduct with pupils
 - Outline rewards for desired behaviour
 - Encourage a working atmosphere in the classroom
 - Look out for children who are behaving well and give recognition and praise
 - Provide achievable targets/stimulating work/challenges
 - Give consistent and thoughtful feedback
 - Use PSHE to talk about emotions and behaviour
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- Teachers and teaching assistants support each other and work together as a team giving children consistent messages
 - Send to the Headteacher for recognition and praise
 - Use additional strategies such as mentors and individual reward charts for children who need more support with their behaviour
 - Use whole school reward strategies
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Rewards

Children will receive pebbles from any member of staff for good behaviour. When the pebble jar is full, the class will have a reward, for example cook a breakfast, sport afternoon etc. Each class will also have its own rewards for good behaviour, in addition to whole school rewards. The use of rewards rather than sanctions should be the focus of behaviour management throughout the school.

Sanctions

Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. The sanction should be appropriate to the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. Adults set clear and consistent boundaries and there should always be a focus on positive relationships in the classroom.

Removal of a child from a classroom should only be used in response to serious or persistent misbehaviour. Parents should be informed of actions taken.

1. Verbal Warning – adult reminds child of expected behaviour and gives warning
2. Child to move to another part of the classroom
3. Child to miss some or all of next playtime
4. Child to move to another classroom for a session. Parents informed.
5. (Headteacher involved) Internal or external exclusion. Parents informed immediately.

If behaviour in class is regularly inappropriate, or a severe misdemeanour, a record will be kept on Safeguard My School by the class teacher. It is imperative that any sanction is applied fairly and the consequences fully explained.

Repeated minor incidents or a sudden change in behaviour pattern will mean that the class teacher should arrange an informal meeting with parents at this stage. The child should be informed of possible consequences and helped to understand their impact on others.

Serious breaches of behaviour

A serious breach of behaviour includes the following:

- Hurting with intent to cause an injury (such as kicking, hitting, biting, hair pulling, scratching)
 - Vandalism
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- Racism or any other form of discrimination
- Aggressive use of unkind language (including swearing) to hurt another person
- Theft
- Bullying including cyberbullying

Serious breaches of the rules, once investigated, may also mean the child is sent to a member of the senior leadership team and these incidents will be logged and recorded on *Safeguard My School*. Parents will be informed and may be invited to a meeting with the headteacher. The situation will be monitored and a Risk Assessment & Behaviour Support Plan may be put in place to help the child and they may have a period of internal exclusion. Extremely serious incidents may result in fixed term suspension or permanent exclusion, at the discretion of the Headteacher. Persistent serious behaviour incidents may result in a fixed term suspension. On the first day back following a fixed term suspension a member of the the Headteacher or member of the SLT will hold a reintegration meeting with the pupil and their parent or carer in a restorative approach.

Behaviour management during lunch and playtimes

- Members of staff must patrol all areas of the playground and be aware of ‘blind spots’
 - All members of staff should award pebbles for good behaviour
 - Teachers must be informed of behaviour incidents which happen at playtime
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Behaviour management when on Educational Visits

- The visit leader will be responsible for making the other adults and children aware of the behaviour that is expected of them
 - A child will be moved to a different group or will have to remain with the visit leader if poor behaviour persists
 - The HT and parents will be informed of poor behaviour choices on return to school
 - Where possible all children are included in educational visits, but individuals can be excluded from school trips or visits if their behaviour could or would be a danger to themselves or others
 - If taking a particular child on a school trip gives cause for concern, an individual risk assessment will be completed and additional staff members may attend to support
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The role of the Headteacher

To be available to be consulted

- when children have been hurt by other children
 - where bullying has been identified
 - where behaviour is consistently poor
 - when staff are unsure of the best course of action to take
 - when children have exhibited serious or persistent breaches of behaviour (see above).
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Behaviour mentors

A non-class based (e.g. teacher from another class) mentor may be appointed by the HT to develop a positive relationship with the child that is having difficulties, especially if the child's teacher feels that their positive relationship with that child is in jeopardy.

Behaviour records

Each class teacher should keep a log of concerning behaviour on *Safeguard My School*. Repeated minor incidents should be recorded, as should more serious incidents. Class teachers should speak to parents about any behaviour that becomes a concern. Any discussion with parents should be noted on Edukey as an action resulting from the breach of behaviour.

Any serious breaches or persistent breaches should be recorded on *Safeguard My School* by the member of staff witnessing the incident. The Headteacher must be informed. Parents of all children involved must be informed, including any victim of poor behaviour at the earliest opportunity.

The school also keeps a record of racist, homophobic, transphobic or bullying (including cyberbullying) incidents. Again, these should be recorded by the member of staff witnessing or first investigating the incident. The Headteacher must be informed or in their absence a member of the SLT. Parents must be informed, including any victim of poor behaviour.

If a child's behaviour is generally causing concern, parents will be invited to the school to discuss the situation and work with the staff. The approach may need to be adapted to the individual needs of the child and a Risk Assessment & Behaviour Support Plan may be put in place.

If the parents or teachers would like more help with behaviour management

Each phase has a Phase Leader who can be consulted about behaviour management. If they are unable to resolve the concern, the HT will be consulted.

Children with Special Educational Needs or Disabilities

We acknowledge our legal duty under the Equality Act 2010 to ensure that no child is disadvantaged by our school's policies and practices and under the Children and Families Act 2014 to use our 'best endeavours' to meet the needs of children with Special Educational Needs and Disabilities. Therefore, we do all we can to ensure that this policy and our practice does not discriminate, directly or indirectly.

Some children with specific difficulties find it more difficult to behave appropriately at all times. Using the Graduated Approach, targeted support will be planned and put in place for children as needed and the impact reviewed. The SENCO may seek the advice of outside agencies including the Specialist Teaching and Learning Service and Primary Focus outreach. Preventative measures are put in place where appropriate, including identifying and pre-empting triggers of misbehaviour, giving short planned movement breaks, additional snacks, Behaviour Policy September 2025 Page 6 of 12 and adjustments for children with sensory needs.

Sanctions will be used as appropriate with consideration given to the age and individual needs of the child. Some children with SEN have individual risk assessments & behaviour plans in place, these are discussed and agreed with parents. We are mindful that not all pupils requiring support with their

behaviour will have identified special educational needs or disabilities. There may be a range of contributing factors including mental health needs and home situation.

Complaints procedure

If pupils are not happy with the way they have been treated by any member of staff they should speak to the Headteacher who will investigate the matter. However, any pupil who is found to have made a malicious allegation (e.g. a made-up claim) against a member of school staff will be disciplined in accordance with the seriousness of the allegation.

If parents are not happy with the way that they or their child is treated by any member of the staff or other parent at the school they should contact the Headteacher. If they are unhappy with the way their complaint is dealt with, parents can then contact the Chair of Governors.

Approved by: Governing Board of Chadlington CE Primary School

Date: 01/05/26

Headteacher: Ms. Bertie Hornibrook

Chair of Governors: *Jane Turner*