



Copnor Primary School

Behaviour and Anti-Bullying Policy

N.B: This policy should be read in conjunction with the Safeguarding Policy. It should also be read in conjunction with other policies and documents referred to in the policy. The section referring to behaviour is based upon [‘Behaviour in Schools: Advice for headteachers](#) and school staff’ February 2024 from the Department for Education.

A summary of the policy will be available for parents/carers alongside this full policy. These summaries will be separate documents.

Purpose

As per the Behaviour in Schools guidance, ‘Good behaviour is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.’ Therefore, this policy has been developed in order to determine and request appropriate behaviour from ALL children to enable the personal, social, emotional and educational development of each child. This policy is designed to ensure that teachers can teach and children can learn. It ensures that all children are treated fairly and consistently. All members of the school community have a commitment to implementing the policy and are committed to ensuring that there are high standards of behaviour across the school.

Creating and maintaining high standards of behaviour

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school. All teachers, pupils and parents/carers must be told what it is and so this policy is shared with all stakeholders, for example, through publication on the website and with a letter to parents/carers (it will be provided in writing at least once a year). The headteacher will take overall responsibility for implementing measures to secure acceptable standards of behaviour and that the behaviour meets the minimum national expectation as set out in ‘Ofsted ‘good’ grade descriptor for assessing Behaviour and Attitudes’, namely that:

- ‘The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils’ behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal suspensions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.’

The school’s leaders will visibly and consistently support all staff in managing behaviour by following this behaviour policy. The school leaders will routinely engage with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. However, all staff have responsibility for creating and maintaining high standards of behaviour.

Copnor Primary School has high expectations of the children’s conduct and behaviour, which is commonly understood by staff and pupils and is applied consistently and fairly to create the calm and safe environment to

support the children to progress and thrive. There are measures in place, both general and targeted, in order to improve the children's behaviour and support is provided to all children to help them meet the school's behaviour expectations, with reasonable adjustments as required made to support children.

Teaching, learning and school routines at Copnor Primary School are not normally disrupted by poor behaviour. Disruption is not tolerated with proportionate action taken to restore acceptable standards of behaviour.

All members of Copnor Primary School's community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated. The children are safe and feel safe and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively.

Schools must follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

This Policy has been considered in the light of the five outcomes from "Every Child Matters." <https://www.gov.uk/government/publications/every-child-matters> . This is because these outcomes set out five fundamental rights every child should be able to enjoy:

- Being healthy: enjoying good physical and mental health and living a healthy lifestyle.
- Staying safe: being protected from harm and neglect.
- Enjoying and achieving: getting the most out of life and developing the skills for adulthood.
- Making a positive contribution: being involved with the community and society and not engaging in anti-social or offending behaviour.
- Economic well-being: not being prevented by economic disadvantage from achieving their full potential in life.

Furthermore, they closely link to the United Nations' Convention of Rights of a Child and that every child has "a right to an education; discipline in schools should respect children's human dignity; education should develop each child's personality and talents to the full; it should encourage children to respect their parents, and their own and other cultures" (Articles 28 and 29). This policy ensures that all children in school receive their rights to a high-quality education.

Philosophy and Ethos

To raise aspirations and life skills through enriching the children's experiences is fundamental to the ethos at Copnor Primary School. Therefore, we aim to provide a safe, supportive and caring learning environment within which children can be stimulated and challenged. Children need, like and respond to praise, positive reinforcement and rewards for their work and behaviour. We believe in the positive and consistent use of praise and encouragement, within clearly defined and maintained boundaries of acceptable behaviour. Our behaviour policy encourages praise linked to our school values of Respect, Resilience and Teamwork.

We aim to present children with opportunities to:

- develop self discipline;
- develop and promote consideration for other children and adults;
- develop respect for their environment;
- contribute positively to the ethos of the school within which effective learning can take place.

Aims

The aim of this policy is to help all children behave appropriately at all times in order to fulfil their potential and that they:

- take pride in themselves, their appearance and the school environment;
- value and respect the feelings of others and treat people with kindness and consideration;
- think independently but ask for help when needed;
- be aware of, and accept responsibility for, the consequences of their actions;
- co-operate with others and support them in times of need;
- tell the truth;
- exhibit good manners and courtesy;
- exercise high levels of tolerance and patience, and acquire an understanding of how to exercise self-control;
- respect the property of others and treat their own belongings with care;

- learn to listen and speak politely in a mature manner;
- have fun and enjoy themselves.

Positive attitudes and behaviour are encouraged and achieved through clear expectations, alongside frequent and positive support of the children's appropriate behaviour. A number of basic rules with reasonable disciplinary sanctions are also used to help ensure positive behaviour choices.

It is expected that the children will adhere to the school rules which are intended to:

- promote those positive behaviours which are acceptable and desirable and which should be repeated;
- limit those behaviours which are undesirable and should be avoided.

Parents/Carers

At Copnor Primary School, we recognise that partnership with parents/carers is a vitally important factor in the success of our work with the children. Our actions take account of the wishes, feelings and knowledge of parents/carers. Parents/carers are invited to review the policy annually. Parents/carers are, therefore, informed about the Behaviour and Anti-Bullying Policy and are encouraged to express any concerns/complaints/comments in an appropriate manner. Parents/carers have an important role in supporting the school's Behaviour and Anti-Bullying Policy and we encourage them to reinforce the policy at home as appropriate.

The school reinforces the whole-school approach to behaviour by building and maintaining positive relationships with parents/carers, for example by keeping them informed about their children's behaviour; school staff being available at the door for the start and end of each day; sharing the children's achievements; and providing a summarised version of this policy. Where appropriate, parents/carers are included in pastoral work following misbehaviour, for example, by being invited to review specific behaviour interventions in place.

Responsibilities

All staff are expected and encouraged to model exemplary conduct towards each other, towards the children and towards other stakeholders. Therefore, it is the responsibility of staff to:

- correctly model the appropriate conduct and courtesy for pupils in their care;
- ensure that they create a positive, supportive and secure environment within their classrooms and the school;
- ensure that time is made available, and that they are committed, to training children in acceptable classroom and school procedures;
- ensure that expectations in terms of rewards and sanctions are clearly understood by children and that the guidelines in this policy are adhered to;
- keep accurate and up-to-date records on the children;
- ensure supply teachers/ and cover staff are aware of the Behaviour and Anti-Bullying Policy and its implementation, and of any significant potential behavioural concerns in the class.

Consistent and clear language should be used by all staff to acknowledge positive behaviour and when addressing misbehaviour.

Behaviour Training and Support

All staff receive training on behaviour as part of the induction process. Support is then provided through regular training for all staff on behaviour, including during the induction of new staff. Staff are able to access support with behaviour from both within the school and outside agencies, as appropriate on a bespoke basis throughout the year, in discussion with the school leadership team.

Support of Outside Agencies for Behaviour

Staff will be provided with adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as Mental Health Support Teams will be facilitated where appropriate.

School Rules

As part of the class charters, the following areas are discussed and rules put in place, so that every child is encouraged to:

- Follow instructions.
- Listen carefully to others and respond appropriately.

- Make sure their actions do not hurt others.
- Speak politely.
- Treat all property with care.
- Always walk in and around school.

N.B: The “Speak Politely” rule is broken in the following instances: bad language, swearing, name-calling (including racist comments), answering adults back, rudeness, put-downs, shouting at each other/at adults, slander, lying.

These charters are written each year with the new class. They are then used throughout the year to discuss what is and what is not appropriate behaviour within the class and the wider school. Where a child enters the school after the charters have been completed, they will be supported with induction into the behaviour system in place, including the contents of the class charter.

Teaching

In order to maintain high standards of behaviour we will, through our teaching, engage and motivate our children as set out in our Teaching and Learning Policy. The Class Charter forms a starting point for the teaching about behaviour, with a focus on reinforcing positive behaviour and values as part of the ethos of the school.

Rewards

Children who behave appropriately and in a caring way will be praised and rewarded. The positive approach of encouragement and praise, rather than negative criticism, forms the basis of the policy. Praise and rewards are given in many ways and adhere to the following guidelines:

- they are used as regularly as possible;
- they are given as they are “earned” - i.e. children are rewarded immediately / whenever possible;
- all children have equal access to the rewards listed below;
- the rewards should be relevant and meaningful to the children, and be of some value to them;
- children need to know why they have been given a particular reward - they should therefore be given for specific reasons which should be made clear;
- wherever possible, use of rewards should enhance home-school links, for example, rewards being given for consistent homework.

Individual children - who have a specific behaviour plans (Pupil Passports) - may have a separate, personalised reward system as required.

Whole school rewards:

- non-verbal praise - a nod, smile, a thumbs up, etc.;
- verbal praise, reinforcement or congratulation.
- a written comment on children’s work which picks out specific points or ideas for positive comment;
- presentation of a Golden Child Certificate with the reason why this has been awarded written on it, have their photograph displayed and their names put in the newsletter;
- occasional use of children’s self-evaluations to assess behaviour/approach to work etc.
- a visit to a more senior member of staff and/or the headteacher for commendation;
- a public word of praise in front of a group, a class, a year group or the whole school;
- public acknowledgement by presentation during an assembly or by giving some special responsibility;
- each day a child is selected in each class as the ‘Star Pupil’ for that day and is recognised as such by being given a praise pad note to take home; ‘Star Pupils’ are also praised by their peers.
- use of annual end of year reports of achievement to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes;
- special stickers/letters/notes/certificates/postcards may be awarded in each class to positively reinforce outstanding behaviour; (N.B: no record is kept of stickers that are awarded); when appropriate, parents contacted by telephone to confirm good behaviour;
- the house system in place allows House Points to be awarded for a range of behavioural efforts such as: a positive attitude to work; concentration; showing initiative; responsibility; courtesy; good manners etc.

Positive praise linked to our values

Alongside these daily rewards, Copnor Primary aims to promote their three school values of Teamwork, Respect and Resilience. In each classroom there is a blue circle with their names on. If a teacher notices a child making a concerted effort to show or use these three values, they are encouraged to move their name onto the star with that value on it. Once this is achieved, they cannot move back from the star. They can also be moved to the other stars for showcasing the other values. Children will be awarded a Copnor Value Post Card to take home and discuss with family members at the end of the day. Teachers should endeavour to use the language of the values to help build an environment conducive to learning. If children do not get moved to a star this does not mean they have not been successful. This means they have spent the day ready and focused.

Negative Consequences

The phrase 'reflection time' is used in this policy to describe time missed from lessons, breaktimes or lunchtimes to unpick what went wrong with child's behaviour and the steps forward to improve the behaviour. It is important to take into account the seriousness of the behaviour being dealt with and it is sometimes appropriate to skip earlier sanctions for a more serious one. It is also important that a sanction is **fair and proportionate** to the behaviour demonstrated so, for example, that a one-off incident of low-level disruption is not subject to a lunchtime reflection time.

When dealing with behaviour, the member of staff is expected to **act confidently and calmly**, avoiding confrontational or aggressive body language. This approach will usually avoid escalation and argumentative reactions. The member of school staff needs to be predictable and prompt in their response to misbehaviour. They also need to be assertive. The aims of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment and prevent the recurrence of the misbehaviour.

There are three purposes in any response to misbehaviour:

1. Deterrence: sanctions can often be effective at deterring misbehaviour.
2. Protection: ensuring that the children are kept safe.
3. Improvement: supporting the child to understand and meet the expectations of the school.

Individual circumstances and any contributing factors should be considered when a behaviour incident has occurred. Alternative arrangements for sanctions may need to be considered for some children; however, the school will have regard for the impact on consistency and perceived fairness when considering alternative arrangements.

When the behaviour a child demonstrates is very challenging, violent towards children or adults, or putting themselves or others at risk, then an available Senior Leader/Teacher should be sent for who will immediately go to the class/area of the school to offer assistance.

At Copnor Primary school we believe that all behaviour is communication. Whilst some behaviours that are low level can be discouraged with a look, or by simply asking the learner to stop and think, we recognise that childhood trauma, home-life disturbances, special education needs and disabilities, language barriers and other contributing factors can cause children to struggle with managing their own behaviour. In addition, we put measures in place to help all children with regulating their emotions including teaching and using the zones of regulation to improve self-regulation techniques and the use of MyHappyMind to help empower the children with their own mental health awareness and improvement strategies.

With this in mind, we do not use names on boards or similar systems to publicly shame children in front of their peers. Where possible, teachers will also endeavour to give consequences on a 1:1 basis.

Managing poor behaviour

An example of the approach to address inappropriate behaviour may be as follows:

- Tactical ignoring of low level or connection-seeking behaviour, when appropriate.
- A non-verbal reminder to show that you have noticed the inappropriate behaviour;
- A simple direction directly to the child of how they should be behaving;
- A reminder of the class/school rule or routine as agreed or discussed and displayed;
- Asking the child a straight forward question to refocus their attention on the work they are supposed to be doing or the rule they are not adhering to;
- Give the child a limited choice (two options which are aimed at ending the incorrect behaviour);
- Give a clear verbal warning of the consequence of continuing to behave inappropriately.

- Distraction techniques to help a child regulate
- Use of regulation stations for children to regulate.
- Specific support from an ELSA or support staff member to help them stay safe
- Meet the child's connection seeking needs with a conversation or interaction.
- Use of wellbeing club during lunchtimes for children who struggle outside with large numbers of children.

Structured consequences are as follows:

1. A verbal warning is given to the child

Examples: 'I have noticed that you are continuing to ignore what I am asking you to do, I need you to pick up your pencil and write the date and title.'

Examples: 'I have noticed that you are not listening, this is warning to stop and focus on the learning.'

2. 5-minute Regulation or Reflection

Class teacher to take immediate, appropriate action e.g. child works alone for a set period of time, child moves to another table, possible up to 5 minutes missed from playtime or time away from peers in class. This can be administered in the shared area or in a regulation station. Restorative conversations should be part of this.

Example: 'Unfortunately you have not followed my instructions, and I think it is time for you to reflect or regulate so that you can achieve in my lesson.'

3. 20 Minute Reflection in another classroom.

Time out. The child is sent to the Teaching and Learning Leader (TLL) for 20 minutes with work to be completed. The class teacher and/or the TLL will then talk to the child and remind them of the appropriate behaviour. Any violent, unsafe or discriminatory behaviour will be escalated to this consequence immediately.

If whilst with the TLL, the child continues to show inappropriate behaviour then they will be sent to the Phase Leader and if repeated behaviours persist then they will be sent to an Assistant Headteacher, Deputy Headteacher or the headteacher to discuss their behaviour.

If a receives a 20-minute consequence, this is recorded centrally on CPOMS (the school's safeguarding software) by the class teacher with the date and reason. If behavioural challenges continue, there will be communication with the parents/carers on a regular basis and possible referrals made to the Multi Agency Behaviour Support Team (MABS) for assessment.

Where a child is removed from a classroom the child's education will continue in a supervised setting. Where possible, it will be linked to the education offered to the rest of the children in their class. Where it differs, it should still be meaningful for the child. Restorative conversations will be had to help the child understand what went wrong.

Parents/carers will be informed on the same day where a child has been removed from their classroom. Removal from the classroom should be used as a serious sanction, either because other behavioural strategies have been attempted and not worked or where the behaviour is so serious that it requires immediate removal.

NB: CPOMS is the Child Protection Online Management System. It is used by over 12000 schools globally in order to monitoring safeguarding, wellbeing and pastoral issues.

At breaktimes and lunchtimes, children who misbehave will be sanctioned by the duty teacher or supervisory assistant and class teachers will then be notified as to the outcome of any incident.

For children who regularly receive consequences for poor behaviours, the class teacher will liaise in the first instance with the Teaching & Learning Leader. This will subsequently be with the Phase Leader, and then members of SLT. Parents/carers may be contacted and asked to come into school to discuss their child's behaviour.

Children who have received sanctions can still earn rewards for positive behaviour. Consequences are administered and the child is informed that everything is re-set.

Support for Children Following a Sanction

The following list is not exhaustive. Staff will select one or more of the support options, where appropriate. After a sanction, children should have an opportunity to understand how to improve their behaviour and this may be facilitated through the following:

- A targeted discussion with the child, including explaining what they did wrong; the impact of their actions; how they can do better in the future; and what will happen if the behaviour fails to improve;
- Apology to the aggrieved person/persons if appropriate;
- A phone call/conversation with parents/carers;
- Inquiries into circumstances outside of school;
- Whether the support for behaviour for that child remains appropriate.

Restorative Practice

Within a large community, there are inevitably interactions that cause friction and disagreement. These can be between peers, parents and staff alike. The school uses Restorative Practice, where appropriate, in order to try and repair relationships, resolve conflict and restore harmony within those who feel aggrieved. Staff will use the principles of Restorative Practice where it is deemed appropriate.

Data and Trend Monitoring

The school collects, monitors and analyses the data on exclusions as well as where a child receives 20 minutes in order to interrogate patterns and the effectiveness of the systems in place. This information is added to CPOMS by the member of staff who gave the 20-minute sanction, with senior leaders and appropriate members of the Pastoral Team informed of the 20 minutes and the reason for it being given. Data is also collected, monitored and analysed for reflection times and exclusions.

Copnor Primary School is committed to making data-based decisions about this behaviour policy. The school uses CPOMS about misbehaviour in order to make leaders and pastoral staff aware of any trends and to make them aware of persistently misbehaving children. Where behaviour is not improving following low-level sanctions, or where a child's behaviour changes from previous patterns of behaviour, interventions will be considered.

The possible interventions include, but are not limited to:

- Frequent and open engagement with parents/carers;
- Home visits if this is deemed appropriate;
- Providing mentoring and coaching e.g. via ELSA;
- Short-term behaviour report cards;
- Individual Behaviour Plans (Pupil Passports) for longer-term behaviour needs;
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships.

Where the school has serious concerns about a pupil's behaviour, there will be a decision made whether to seek a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the child's educational needs is required.

Reflection times

The school reserves the right to issue a reflection time, especially as a deterrent to future misbehaviour and in response to extreme unacceptable behaviour or persistent misbehaviour. In addition to deterring poor behaviour, it should be used to help repair the behaviour and find a path forward to improvement. The law allows the school to issue a same-day reflection time when the child's peers have been allowed to go home or to break. However, due to the age of the children, a reflection time after school, if used, would not be on the same day as the misbehaviour. Reflection times during break time can be issued on the same day, for example, where a child has misbehaved at lunch time and is kept in for the rest of the break. While the school does not need to gain parental/carer consent, it would always do so in the case of an after-school reflection time. The school will also ensure that the parent/carer is informed on the day of the lunch or break reflection time that this has occurred

with the reason for this reflection time. Where the reflection time is during lunch, staff will ensure that the child has reasonable time to eat, drink and use the toilet.

For instances of extreme unacceptable behaviour

Some incidents would be considered extreme unacceptable behaviour. Action for such events will be at the headteacher's discretion and it could be that the parents/carers will be notified and asked to discuss the problem. Suspensions may be considered if appropriate.

Examples of extreme unacceptable behaviour, includes (but is not limited to):

- continued and deliberate defiance;
- fighting or deliberately hurting others (Staff and children);
- bullying (see below);
- running out of the classroom and/or off the premises;
- deliberate damage to equipment;
- abusive language;
- actions which are deemed to be dangerous to self or others.
- Discrimination of an adult or child (Outlined in the Protected Characteristics)

Internal Suspension

A decision to internally suspend a child is taken only:

- in response to serious breaches of the Behaviour Policy, e.g. serious isolated incident, continued unacceptable behaviour, unwillingness to conform or co-operate;
- if allowing the child to remain in the year group could seriously harm the education or welfare of the child or others in the school.

Where an internal suspension is deemed to be the most appropriate form of sanction, then the parents/carers will be informed that this is the case. Usually, an internal suspension will last for no more than 2 days and may be as short as half a day. It will always be recorded on CPOMS, providing the reason for the internal suspension. The child will receive work so that the child's education can continue in a supervised setting. Where possible, it will be linked to the education offered to the rest of the children in their class. Where it differs, it should still be meaningful for the child. The child who is being internally suspended will be supervised by an appropriate member of staff.

Breaks and lunchtimes will usually be away from their year group. Therefore, where the internal suspension is during lunch, staff will ensure that the child has reasonable time to eat, drink and use the toilet.

External Suspension

A decision to suspend a child is taken only:

- in response to serious breaches of the Behaviour Policy, e.g. serious isolated incident, continued unacceptable behaviour, unwillingness to conform or co-operate;
- if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Before a child is suspended, in most cases a range of alternative strategies will have been tried and appropriate sanctions established in an effort to discourage re-occurrence of the behaviour problems. Pastoral support in the form of in-house Emotional Literacy Support Assistants (ELSA) may have been provided for the child and parents/carers will have been kept informed of the situation. Upon recurrence, implementation of the suspension process will begin, after a full investigation of the incident has been completed.

Only the headteacher, or nominated teacher in the headteacher's absence, may suspend for a fixed period or permanently excluded. In most cases, a fixed term suspension will be used. The total number of fixed term suspensions (covering one or more fixed periods of time) given in any one school year for a child must not exceed 45 school days.

When a decision is taken to suspend a child:

- the parent/carer of the child is informed immediately (by telephone or in person) and told of the period of suspension, the reason for suspension, that representation can be made to the governing body about the suspension and the way in which that representation can be made;

- the headteacher writes to the parent/carer within one school day of the decision confirming all the above information and including details for the continuing education of the child (setting and marking of work) and the right of the parent/carer to see the child's school record;
- the governing body and local authority (Portsmouth City Council) are informed immediately (N.B: when the suspension is for more than five school days in any one term this is a legal requirement);
- a child will have a pastoral support plan (PSP) and this will be submitted to Portsmouth City Council and reviewed at 8 and 16 weeks (with the expectation that the plan will have ended by the end of the 16 weeks).

The responsibilities of the governing body are laid out in "The School Standards and Framework Act 1998" and these are adhered to in cases of exclusion.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf September 2023) should be used. Managed moves should only occur when it is in the pupil's best interests.

Headteacher's Powers

The headteacher, or in their absence, a member of the Senior Leadership Team, reserve the right, if appropriate, to override the sanction structure outlined and may:

- a) inform parents/carers directly in the event of unacceptable behaviour;
- b) place a child "On Report" for a set period (after consultation with parents/carers);
- c) remove privileges;
- d) withdraw a child from groups, activities, sporting events etc.;
- e) the child has an extended time away from their class, for example, with a senior leader;
- f) enforce a breaktime and/or lunchtime ban (after informing parents/carers);
- g) use physical restraint (see notes that follow).

Such overriding will be appropriate to the misbehaviour and/or the frequency of the misbehaviour.

The use of physical intervention to control or restrain children

- Teaching members of staff, and other persons who are authorised by the headteacher to have control or charge of children, may use such force as is reasonable in all circumstances to ensure a child's safety or prevent a child from doing, or continuing to do, any of the following:
 - endangering the safety of themselves or others;
 - injuring themselves or others;
 - committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility);
 - causing damage to property that is significant or unreasonable.

Reasonable force is deemed as either control or restraint, which can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable in circumstances' means no more force than is necessary.

A school may use reasonable force to:

- remove disruptive children from an environment where they may be deemed to be unsafe;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground;
- prevent a child from harming themselves or others through physical outbursts.

This provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the child concerned elsewhere, e.g. on a day/residential visit or other authorised out of school activity.

Whilst we would expect all staff members to intervene when a child's safety is in jeopardy, there are also trained members of staff who have completed Team Teach or PRICE training to help ensure that any physical intervention/restraint is carried out respectfully and safely.

The Portsmouth City Council Physical Restraint form will be completed where adult intervention is required (except minor or trivial incidents) and a child is either restrained or reasonable force is used. An up-to-date record of all such incidents is kept in school on CPOMS.

The Confiscation of Items and the Screening and Searching of Pupils

A member of staff has the legal power 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. It should be kept in a safe place and returned to either the child or a parent/carer once the period of confiscation is over.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

Therefore, at Copnor Primary School, the headteacher has authorised the Senior Leadership Team and the Welfare Officer as authorised individuals who can carry out a search for the items on the list below. They will always search for items with a witness who will, ideally, be one of the authorised individuals aforementioned. The inclusion of items on this list does not mean that the school has needed to search for these items. Rather it is the items the school may have recourse to search for as part of the safeguarding of the children. The list, therefore, includes (but is not limited to):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

NB: Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher, in consultation with the Senior Leadership Team, to decide if and when to return a confiscated item. The following document will also be consulted, where appropriate
<https://www.gov.uk/government/publications/searching-screening-and-confiscation> .

When exercising their powers, the school considers the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education and detailed in the school's Safeguarding Policy). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before completing a search, the member of staff will refer to Searching, Screening and Confiscation Advice for schools July 2022, parts 16 through to 79, ensuring that they comply with this advice, including how they conduct the search, where it is conducted and who to inform that a search has been undertaken. This is available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

All searches will be recorded on CPOMS, including details about who searched, where the search was conducted, why the search was conducted and the outcome of the search. It will also record communication with the parents/carers and any further action taken as a result of the search. The headteacher will review each record of the search and will record on CPOMS their findings. Where the headteacher conducted or is involved as a witness to the search, then someone who is designated to do searches will conduct this review instead.

Special Educational Needs or Disabilities

In the event of concerns over an individual child's behaviour, a decision will be made regarding whether a detailed observation needs to take place to identify and assess the nature of the difficulties. Following this initial observation, an assessment will be made regarding the level of need of the child; the child will subsequently be supported through target-setting on his/her Individual Learning Plan and monitoring of the provision evaluated in line with the school's SEND Policy.

We recognise that not all children are capable of responding appropriately and may, due to their special educational needs, require a specific response. Please see the SEND Policy for further guidance of good practice. The school acknowledges the need to make reasonable adjustments for children with special educational needs or disabilities (SEND). As an example, a child with speech, language and communication needs may not understand a verbal instruction. The school is committed to managing behaviour whether or not the child has underlying needs. A graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, with the necessary adjustments made to support the child.

At all times, the school is aware of its duties under the Equality Act 2010 and that we take reasonable steps to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices. We are also aware of our duties under the Children and Families Act 2014 to use our 'best endeavours' to meet the needs of children with SEND. Wherever possible, the school puts in place support to prevent or minimise likely triggers for misbehaviour, such as but not limited to: short; planned movement breaks; adjusting seating plans; training for staff; individual behaviour plans; or adjusting uniform requirements for a child with sensory needs or with severe eczema.

Copnor Primary School also acknowledges that sometimes temporary adjustments are required for children e.g. following a bereavement. The school is also mindful that not all children requiring support with behaviour will have specified SEND needs.

The school also recognises and ensures that all voices are heard, including from the children who have been identified as having SEND.

Child Protection

On occasions, a child may exhibit behaviour patterns which are not in keeping with the child's typical behaviour, or deterioration in behaviour may occur. There may be reasons for this and one may be that the child is being physically, emotionally or sexually abused or being neglected. If there is a suspicion of this, the procedures as laid out in the school's Safeguarding Policy will be followed.

Misbehaviour Outside of School Hours

Schools have the power to sanction its children for misbehaviour outside of school to such an extent as is reasonable. Non-criminal poor behaviour which occurs off the school premises but is witnessed by a staff member or reported to the school will be reviewed at an appropriate level within the school, dependent upon the severity of the alleged poor behaviour.

The school will consider sanctions where the child is:

- wearing school uniform;
- travelling to and from school;
- when taking part in any school-organised or school-related activity;
- that could have repercussions for the orderly running of the school;
- that possess a threat to another child at the school;
- that could adversely affect the reputation of the school.

Contact with the parent/carer of the child will be undertaken (and, indeed, this may be considered the sanction itself) so that they are informed of the actions of their child outside of school hours. The child's safety is paramount in such conversations and the school may advise a parent/carer to undertake actions to reduce the

likelihood of recurrences of the misbehaviour. An example of this advice would be suggesting that a child does not go to a certain part of the city unaccompanied or that the child is collected by a parent/carer from the classroom for a period of time. (See also the section in Anti-Bullying about bullying outside of school hours).

Suspected criminal behaviour

Where a member of staff suspects criminal behaviour, whether inside or outside of school, then an initial assessment will be made to establish the facts of the case. This initial investigation will be documented on CPOMS, with any evidence preserved wherever possible. Once a decision has been made to report the incident to the police, Copnor Primary School will aim to ensure that any action they subsequently take does not impede any police investigation. The school is still permitted to enforce their own sanction provided that the sanction does not conflict with the police action.

Anti-Bullying

Copnor Primary School is committed to ensuring that all of the pupils who attend the school feel safe and secure whilst at school. It is every child's right to attend the school without feeling fearful or intimidated by other children or adults. Bullying is not tolerated at all and staff will be actively supportive of any child who reports that they are being bullied in order to reach a positive resolution.

Bullying is a barrier to learning, a potential safeguarding issue and is a wellbeing issue. Therefore, the overriding consideration when an allegation of bullying has been received, or a member of staff has identified a potential case of bullying, is that bullying can never be condoned and must be stopped as soon as possible.

Copnor Primary School is clear that the only way to stop bullying is to acknowledge that it happens and to foster a talking culture in the school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. The school also recognises that bullying is rarely one on one behaviour and so takes time to find out who else is involved—and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it is not acceptable.

Peer Conflict or Bullying

Copnor Primary school makes a clear distinction between peer conflict and bullying, while recognising that peer conflict can become bullying.

What is Peer Conflict?

Conflict is a disagreement or argument in which both sides express their views. Peer conflict is normal and, indeed, is a vital part of a child's normal development. It is impossible to get on with everyone all of the time and this is taught to, and discussed with, the children.

In normal conflict, children self-monitor their behaviour. They read cues to know if lines are crossed, and then modify their behaviour in response. Children guided by empathy usually realise they have hurt someone and will want to stop their negative behaviour. That is not to say that a peer conflict cannot turn into bullying. It also the case that the peer conflict may require adult support to resolve.

What is Bullying?

There is no legal definition of bullying. However, Copnor Primary School follows the definition of the Anti-Bullying Alliance. The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years: 'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online, inside of school or outside of school.'

There are four key elements to this definition:

- Hurtful;
- Repetition;
- Power imbalance;
- Intentional.

Hurtful

Is where the actions of someone has caused distress to someone else's feelings.

Repetition

Bullying behaviours happen more than once or, occasionally, have the potential to happen more than once.

Power imbalance

Children who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. The person or people feel that they have the power over another person/persons.

Intentional

The actions undertaken have been completed on purpose. It is **not** accidental.

Therefore, for the actions of a person to be deemed to be bullying, these four key elements need to be in place. Sometimes, the word bullying is used by children and their parents/carers where it is not bullying and it is peer

conflict. The similarities and differences between peer conflict and bullying will be communicated to stakeholders and will form a key part of lessons and other opportunities to discuss with the children.

Bullying is a form of child-on-child abuse as defined by Keeping Children Safe in Education. The children may often be peers, but they do not need to be and in many cases it will involve children of different ages in the bullying activities. Child-on-child abuse can happen in school or out of school which is why the school is prepared to intervene where such abuse is occurring outside of the school gates, including to and from school and online.

Reporting of Bullying by Parents/Carers and Members of the Public

There are a number of ways to report bullying. It is important for parents/carers to understand that approaching a teacher in the playground may not be the most appropriate way to report an allegation of bullying, particularly at the start of the day where the teacher is required to teach soon after the entry into the school of the children. Instead, they are advised to contact the school office by phone or in person in order to arrange an urgent meeting with the teacher (or another senior member of staff if this is not possible in a short timescale). They can also contact the school in writing via admin@copnorprimary.co.uk, or by letter (although this will be a slower process) to Copnor Primary School, Copnor Road, Portsmouth, PO3 5BZ. Out of hour contacts, including during weekends and holidays are best sent to admin@copnorprimary.co.uk.

The parents/carers may not want to discuss the matter with the teacher. In this case, they should ask to speak to either the Phase Leader for Key Stage 1 (EYFS, Year 1 and 2) or the Phase Leader for Key Stage 2 (Years 3,4, 5 and 6). They will, however, need to speak to the teacher and may refer any investigation to them, dependent upon the nature of the concern.

The comments section for any social media linked to the school are not acceptable places to report bullying and must not be used.

Liaison with Parents/Carers

The school staff will liaise with parents/carers of any child who reports being bullied to ensure that the child and family feel that they are fully supported. Staff will also contact the parents/carers of children whose behaviour is considered bullying to inform them about the situation and arrange a meeting, if necessary, to help the situation move forward.

Parents/carers can contact the school at any time to raise any concerns they may have and a senior member of staff will be available to discuss issues as soon as possible where the teacher is unavailable. Helpful websites for parents/carers and staff which deals with bullying issues are:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/bullying>

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support>

Supervision

The school ensures that there is adequate supervision at times of transition, entry and exit from school and break times. A timetable is in place to ensure that break times are adequately supervised. Lunch staff and the number of staff available to supervise are reviewed daily and there are a number of reserve options available, such as the use of the office staff or members of the Senior Leadership Team, in order to maintain adequate supervision. At the start and end of school, school staff are on the playground and are available to deal with any incidents which occur or have the potential to occur.

The number of children who are permitted to go to the toilets at any one time are limited and the toilets are monitored as this is recognised as a potential area where bullying can occur.

Equality Act 2010

Any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010, where it is covered by the bullying definition above, will be treated as bullying when targeted against a person's age, disability (including SEN), gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation, including those who are or are perceived to be Lesbian, Gay, Bisexual, Transgender (LGBTQ+). Bullying of children because they are young carers, looked after children (LAC) or is appearance targeted or sexist/ sexual bullying will also not be tolerated. Disablist bullying, where someone is bullied due to a disability, including SEN, is also not tolerated.

What Constitutes Bullying Behaviour?

Bullying behaviour can be, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion (please refer to the Social Media Policy and the Acceptable Use of ICT documents).
- Indirect - can include the exploitation of individuals.

The difference between ‘banter’ and bullying

Just because ‘banter’ does not constitute all the elements of bullying, it does not mean that it is acceptable.

- All offensive, threatening, violent and abusive language and behaviour, is always unacceptable, whatever the role of the person;
- This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 (see above) and including where it is disablist;
- Language and behaviour can have different meanings, in different contexts. If the person is unsure, ask what was meant by the comment;
- Just because someone uses certain language to refer to themselves it does not necessarily means that it is acceptable, nor does it make it acceptable for others to use it;
- Just because someone thinks that something is banter or a joke, it does not mean that other people will;
- People will not always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves;
- Third parties might be offended, even if they are not part of the conversation.

Baiting and bullying

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Approach to Bullying

At Copnor Primary School, we acknowledge that bullying does happen from time to time, it would be unrealistic to claim that it does not. However, it is rare. We work hard with children and staff to create a culture of mutual respect and care where children understand how to support one another, working and playing in harmony. Therefore, we encourage and expect all staff to model exemplary conduct towards each other, the children and other stakeholders. The staff, children and parents/carers have their own codes of conduct, in which exemplary conduct/ what is not exemplary is highlighted to the different groups.

Children need to know what bullying is and what to do if it occurs. Therefore, staff take steps during their communication with the children to achieve the following:

- Ensure that all children and adults within school have a common understanding of what bullying is compared to peer conflict;
- Minimise all forms of bullying;
- Communicate clearly to children and parents/carers the school’s strong response;
- Stress that the whole school community acts together on this issue;
- Continually work to maintain a warm and harmonious atmosphere within school.

Principles

- All allegations of bullying will be carefully investigated;
- Bullying causes long term damage to both the person on the receiving end, and those who bully and needs to be ended as quickly as possible;
- Pupils, parents/carers and staff will be encouraged to talk openly about the issue;

- It is made clear how children can report bullying;
- As part of the curriculum, greater understanding of bullying in all its forms will be developed;
- Children will be taught strategies, appropriate to their age, need and development, to help them deal with any bullying situations which they may encounter;
- Children will be supported to speak out if they or someone they know is being bullied;
- If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen;
- Copnor Primary School believes categorically, that it is not a child's fault if they are bullied. Children will never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race and faith (including families/children who identify as Gypsy, Roma and/or as Travellers), impairment or special educational need;
- All children are educated as to the dangers (as well as the positives) of being online and communicating with others using this medium;
- Staff will respond calmly and consistently to allegations or incidents of bullying;
- The school will protect and support all parties during school/extra-curricular time and on school premises whilst issues are resolved. It will also take steps to ensure that the child is safe on their way to and from school in partnership with the parents/carers;
- The school recognises that it is not true that girls are malicious and spiteful and boys just 'have a punch up and get over it'. It avoids gender stereotypes when it comes to tackling bullying. The school recognises that anyone can be capable of bullying behaviour and it has a serious impact on all children.

Whole School Strategies to Minimise Bullying

- A regular programme of Personal, Social, Health and Economic (PSHE) Education work will support this policy. This will include opportunities to celebrate difference and diversity of all pupils, develop the children's understanding of bullying and its impact. These will be furthered in assemblies and other cross curricular opportunities;
- E-safety will be actively taught, including how cyber/online bullying has a detrimental effect on the victim of this type of bullying;
- There will be regular teacher and class discussion, for example, during circle time, when dealing with friendship / playtime issues and in assemblies;
- Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist 'joining in' with bullying;
- The school supports Anti-Bullying Week and other opportunities to explore children's wellbeing and the supporting of positive mental health;
- A school Anti-Bullying Code is in use, giving clear advice to children on what to do if they are a witness or a victim of bullying.

As part of the whole school strategies to minimise bullying, the school council is tasked with supporting the planning and delivery of Anti-Bullying Week.

Anti-Bullying Code

The Anti-Bullying Code has been designed to support children with what bullying is and it forms a key part of Anti-Bullying Week each year. It also supports peer-to-peer support for the child being bullied.

Children will need to:

- Understand what bullying is;
- Understand that bullying can take different forms;
- Know that bullying behaviour is unacceptable;
- Know that bullying is a disciplinary matter;
- Treat others with respect.

Children will be told, if they see someone being bullied:

- Do let a teacher or other staff member know;
- Do try to be a friend to the person being bullied;
- Do try to help the bully stop bullying (if this is safe to do so);
- Don't rush over and take the bully on;
- Don't be made to join in;
- Don't blame yourself for what has happened;
- Keep telling people until someone listens.

If you believe that you are a victim of bullying:

- Tell a teacher or another adult in school;
- Tell your family;
- Take a friend with you if you are scared to tell someone by yourself;
- Don't blame yourself for what has happened.

How the School Responds to Specific Allegations of Bullying

Children will be reminded who to talk to in the first instance if they are feeling unhappy because of being bullied/ they feel that they are being bullied. The child should tell their class teacher in the first instance: class teachers are the best people to deal with the issue at first as they know the children and are best placed to talk with the child. However, a child may also wish to talk to the following people instead (all of whom will have received training on how the school approaches bullying):

- Another teacher known to them;
- A teaching assistant or higher-level teaching assistant;
- A member of the welfare team;
- A member of the office staff;
- A lunchtime supervisory assistant;
- A member of the cleaning/maintenance team;
- A member of the breakfast club/ after-school club;
- A senior member of staff;
- A volunteer/student working at the school.

Children who have SEND may find it difficult to communicate that they feel they are being bullied. It is vital that their voices are heard; therefore, where a child has a communication impairment, the SENDCo (who is responsible for children with special education needs) will liaise with staff who are working with children with a communication impairment to look at ways to ensure that their views are taken. They will also liaise with staff more generally about how to support children with SEND and bullying. Some children may prefer not to report the bullying to an adult. They may wish to share with a friend who will report the bullying to an adult. Such disclosures will be taken seriously and will be dealt with in the same way as if the child themselves had disclosed.

Anonymous disclosures of bullying are very hard to investigate. However, where these are provided, then they will be looked into.

The children must be given every opportunity to report the bullying but it will be the class teacher of the child (who has allegedly been bullied) who will follow up allegations in the first instance, involving other senior staff as necessary. Therefore, any other adult in a position of responsibility should feed back to the class teacher.

The class teacher will then take steps to discuss the problem with the child who is being bullied and also the child/children accused of bullying behaviour to establish the situation and talk through any issues. This is done very sensitively, finding out the facts of the situation, and taking care to support the child who is being bullied.

The class teacher will then speak with the child/children whose behaviour is considered bullying, explaining the situation and how the other child is feeling. This should lead them to an understanding of the consequences of their action and lead to an apology to the child/children who have been bullied. An early resolution is sought using this approach.

Both parties are informed that the situation is being monitored by the class teacher/s concerned. The parents/carers of a child who is being bullied should be contacted so that they know the full picture and can see that the school is actively trying to resolve the situation. The parents/carers of a child/children who are carrying out the bullying will also be contacted so that all parties are clear about the situation. Parents/carers may be invited to come into the school at this time to further discuss the situation although, if it is resolved, it may be decided that face to face contact is not needed at this stage. Parents/carers will not be invited in at the same time.

If there is no improvement, or further bullying occurs, the parents/carers of the child whose behaviour has been considered bullying must be contacted in order to come into school to discuss the problem and to talk the issue through with the Teaching and Learning Lead and/or a member of the Senior Leadership Team as appropriate.

The school will make it clear that a zero-tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the child whose behaviour is considered to be bullying will be suspended for a fixed term or will experience a different/ a couple of different sanctions as per the behaviour policy.

As a result of the discussion, clear expectations are laid down as to:

- Expected behaviour and attitudes;
- Where the child should be at specific times of the day;
- Who they should report to, and when;
- Who they should keep away from;
- What the arrangements for beginning/ending lessons, lunchtimes, starting and ending day are.

Individual circumstance will determine the precise arrangements to be made. A child who is feeling unhappy at school because of being bullied will be given every support possible. As examples, the staff could support the child in finding ways to build up friendships and giving them strategies to handle difficult situations, including telling the teacher immediately if the situation does not improve.

Support is given to the child whose behaviour is considered bullying to help them develop an increased sense of empathy, to look at the situation through the other child's eyes, raise their self-esteem and develop appropriate social skills. Often, they may have suffered bullying themselves and they may need to be helped to understand that their behaviour is unacceptable to others. This takes sensitive and careful handling and needs the support of staff and parents/carers. However, even though staff may understand why a child is bullying i.e. what has led them to display bullying behaviour, bullying can never be condoned and must be stopped as soon as possible.

ELSA may be provided to both the victim of bullying as well as the bully.

The Role of the Bystander

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, p6) and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the sidelines and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators, who will feel driven on by the audience.

Bystanding is not passive. Witnesses to bullying (bystanders) play very different roles, some more active than others, and these contribute significantly to what takes place. Bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying and are part of the school's approach to reduce bullying incidents. These strategies, alongside reactive strategies to deal with bullying incidents when they occur and the role of the bystanders is also completed.

The risks of encouraging children to intervene in bullying situations must also be acknowledged and the children are taught how reporting incidents they observe is the best way to intervene safely, thereby not being a passive bystander.

Allegations of Bullying Outside of School

As per the advice provided by the Government (accessible at: <https://www.gov.uk/bullying-at-school/bullying-outside-school>) headteachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre. School staff can also choose to report bullying to the police or local council.

Therefore, where an alleged case of bullying is reported to the school involving children from the school, then it will be investigated in the same way as for an incident in school. This will include online bullying as well as where the children travel to and return from school. It does not have to be during school time. While the school will do its best to respond to out-of-hour incidents as timely as possible, it must be remembered that the school does not monitor the phones or email accounts for 24 hours a day nor during holidays and weekends. Therefore, a delay may be experienced. It may be more appropriate, therefore, and dependent upon the seriousness of the alleged bullying, for the parent/carer to report the bullying to the police or local council.

Where children from multiple schools are potentially involved, a senior member of staff will be involved in discussing the allegation with a senior member of staff from the other school/schools.

Support from Outside Agencies

For each individual case of bullying, consideration will be made as to the appropriateness of seeking support from outside agencies. Examples of such agencies includes the Police and children's services. Around the school are also posters advertising the NSPCC's Childline. This is reinforced with discussions about this support during PSHE lessons and other opportunities.

Staff Training

All staff are trained on the law relating to bullying, when bullying is a safeguarding concern and are trained how to escalate a concern and who to escalate it to. They are also trained on the use of CPOMS and its use as a recording tool. Part of the school's induction programme for new staff, includes specific training on bullying and the school's anti-bullying approach. All staff are provided with access to this policy and are invited to support the development of it. As part of the ongoing continuing professional development (CPD) of staff, the school uses the CPD available from the Anti-Bullying Alliance. All staff at the school (including new staff) complete the following training: Is it Bullying? and 10 Principles to Reduce Bullying. Additional training is also accessed where appropriate and dependent upon the role of the member of staff. As an example, the teacher responsible for LAC at the school has taken the specific training, titled Looked After Children and Bullying.

Where there are new developments/resources in anti-bullying practice, these will be reviewed by the Senior Leadership Team and then an action plan put in place to ensure that such new developments and resources are cascaded to staff where applicable/appropriate.

Parents/Carers Confronting Children/ Other Parents/Carers where an Alleged Case of Bullying has Occurred

In line with the Parents'/Carers' Code of Conduct, the school will not tolerate instances where parents/carers approach other parents/carers or children about alleged behaviour towards their child. Parents/carers will be reminded that this is not an option that should be considered.

Monitoring

The school will monitor incidents of bullying in the following ways:

- Keep records of bullying incidents, using CPOMS. The school will also complete the Bullying and prejudice-based incident report form (with the information from this form kept on CPOMS).
- Keep records of peer conflicts where they have been referred to as bullying in order that such peer conflicts can be monitored and any trends identified;
- Record on CPOMS the type of bullying incident e.g. physical, online, verbal. Racist, disablist (reference to a person's disability or assumed disability) etc. so that trends can be identified and actions taken as a result;
- Follow up discussions with the parties involved;
- Report regularly to the governing body;
- An annual survey of all pupils and parents/carers will take place and any appropriate feedback and actions will be considered and actioned where appropriate.

Monitoring of Attendance

The attendance of all children is monitored and actions are taken to improve the attendance of all children. Where there is the potential for bullying to be involved in a child's absence, this will be recorded by the Attendance Officer or the person who recorded the absence. Using CPOMS, the relevant people will be informed about the potential bullying absence and action will be recorded on CPOMS to indicate what has been actioned as a result of this notification. As a minimum, the class teacher and a member of the Pastoral Team will be notified of the incident.

Evaluation

The success of the policy is evaluated against the following criteria:

- Aims and objectives stated in the policy;
- the success of children in receiving positive rewards;
- The number of sanctions imposed, referrals to the headteacher, contact with parents/carers, exclusions and use of physical force to control/restrain children;
- The number of complaints from parents/carers and other members of the school community;
- The ethos of the school.

This Behaviour and Anti-Bullying Policy has been developed in order to determine and request appropriate behaviour from all children, which will help encourage the social and educational development of each child.

Communication of the School's Commitment to Reducing Bullying

This policy is communicated to all stakeholders at least annually. New parents/carers and staff are encouraged to read it and to ask any questions they may have about it to the relevant person. It is also available on the school's website and a paper copy can be requested from the school office. Furthermore, the version on the website is able to be translated using links to translation services as well as support for those who have a visual impairment.

Specific lessons, assemblies and other opportunities, such as circle time, are used to communicate the policy to the children in an age appropriate way. The school has committed to using the Anti-Bullying Alliance's Anti-Bullying Charter for Schools and its Ten Key Principles. This policy has been written reflecting these Ten Key Principles. The Ten Key Principles are shared with the children, at least annually, and form the basis of the school's approach to anti-bullying and its response to bullying. (See Appendix 1.)

Review of Bullying Incidents

Bullying incidents are recorded on CPOMS. Bullying incidents will have the action recorded. This will then be followed up after a period of no more than two weeks by a member of the Senior Leadership Team, with the teacher and, where necessary, the child who indicated that they were being bullied. A record of this review will be recorded as an action on CPOMS, along with any further actions or reviews required.

Termly, the Pastoral Team will analyse the bullying incidents recorded on CPOMS, observing any trends and discussing their findings with the other members of the Senior Leadership Team and the Whole Governing Body.

The school is committed to learning from each incident of bullying. Where improvements in the school's practice, including in the response strategies, is identified as being required, the school is committed to making relevant changes as quickly as possible. These changes will then be monitored and reviewed in order to ensure that the learning from the incident results in improvements to practice. The views of the children and parents/carers will be considered when reviewing the school's anti-bullying response.

Policy Review and Development

This policy will be reviewed by the governing body on an annual basis. Staff will be invited to give feedback on the policy and to make suggestions for improvement. The governing body is committed to the involvement of staff, parents/carers and pupils in reviewing and developing this policy. To this end, the Anti-Bullying Governor will work closely with stakeholders in order to support the development and implementation of this policy.

If there were circumstances arising that endanger the safety of a pupil or staff member, Copnor Primary School will act swiftly and decisively to remove the threat and reduce the likelihood of its occurrence, including, where appropriate, a review of this policy before its annual review.

Pastoral care for school staff accused of misconduct

Where a member of staff is accused of misconduct in their duties of ensuring that the Behaviour and Anti-Bullying Policy is being administered, then PCC's pastoral support will be offered and in place while (and if necessary after) the accusation of misconduct is investigated.

Policy agreed: November 2024

Review date: November 2025