



## BEHAVIOUR POLICY

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### DOCUMENT CONTROL

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every X years. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

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When reading this policy, please note the Headteacher's decision is final, alongside any staff member with delegated responsibilities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

In line with the Equality Act 2010, at Woodlands Primary School we make reasonable adjustments depending on the individual needs of the child. We work hard to ensure that we are not disadvantaging any pupils when applying this policy and we are confident that we have zero tolerance towards disability discrimination. Woodlands Primary School recognises and promotes positive behaviour choices as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to nurture and develop appropriate behaviours with the aim to displace disruptive behaviours. Wherever possible, the focus will be on responding to positive choices rather than negative choices.

At the forefront of our minds is the individuality of each of our pupils and their specific circumstances and needs. We pride ourselves in really getting to know each child and we forge meaningful and purposeful relationships with each pupil and their families. This, in turn, means staff can make informed decisions when managing the behaviour of individuals.

We work on a 'rights-based' approach with all children.

## **Our Values**

We are passionate about helping our children to become confident, resourceful, resilient, tolerant and well-educated members of our society. We want every child to attend school regularly in order to benefit from the excellent learning environment and passionate teachers. We recognise that some of our children need extra support to achieve their potential and we are committed to making sure that that is in place.

- At our school, we raise the floor so every child can stand shoulder to shoulder with any child nationally
- Routine is our friend; structure helps our children thrive
- Everyday counts- attendance unlocks opportunity
- Character matters-kindness and respect lead the way

This supports our children to become impeccably behaved, inclusive citizens

## **A Culture of Gratitude, Appreciation and High Expectations**

Every Woodlands child is made to feel like they are remarkable, capable and bound for greatness. Children are taught about gratitude and how it can change their outlook on life. Nothing but the best is expected at Woodlands. Excuses are not accepted. Aspirations are high. All children at Woodlands are loved by the staff and provided with everything they need to succeed. Relationships are imperative, between children, adults and families. Trust and respect are expected to and from all involved.

Our behaviour policy is written to support this ethos; celebrating success and providing appropriate consequences and life lessons for those who choose to make the wrong choices.

## **The Woodlands Way**

At Woodlands, our classrooms are places in which:

- Strong, respectful relationships are forged between children and staff
- Staff effectively manage the space to ensure best outcomes for all
- The environment is calm – a space in which everyone can learn (this doesn't necessarily mean quiet, but the default should be calm)
- Everyone is safe
- Everyone is treated with dignity

At Woodlands Primary School we follow, 'The Woodlands Way.'

These rules promote a whole school approach to maintaining high standards of behaviour that reflect the values of school and good relationships, so that people can work together with the common purpose of helping everyone to learn.

'The Woodlands Way' is as follows:

- I am respectful to myself and others
- I make good choices
- I use kind words and ask for help when I need
- I work hard with my learning

We treat all children fairly and apply this behaviour policy in a consistent way.

## Microbehaviours

At our school Routine is our friend, our child thrive on structure. Our school is calm and quiet. The staff team create and are all accountable for making sure this happens. Our approach focuses on reinforcing key micro-behaviours: small, specific actions that support calm, focused learning environments. They are simple, observable habits that help children stay focused, respectful and ready to learn.

- Door to task
- Loud and Proud
- Cold Call
- No opt out
- Call and Response
- Line ups
- Toilets
- Getting the class silent and ready for instruction
- Lining up
- STARS
- Walking like champions
- Assembly
- Opening doors for adults
- Acknowledging adults

The children are taught these routines on a weekly basis.

## Transitions

At Woodlands, we acknowledge the importance of transitions during a school day. And we acknowledge how many we complete – between places, between lessons, between tasks. We understand that the effective teaching of behavioural expectations during transitions is key to maintaining a focus on learning.

Point to point - Staff identify a point (E.g. To the door), and staff control the movement – it is slow and staff monitor and praise, staff REPEAT and MAINTAIN.

End of lesson - Staff teach the children to follow the steps with a simple signal – stand up, tuck in chair, move to the line (register order) silently, staff to repeat and maintain.

Threshold to 'do now' expectations - At Woodlands, staff are to ensure they are emotionally and visibly available to our school community by standing at the classroom door.

At Woodlands, we understand the importance of being able to 'check in' with every child first thing in the morning and set clear expectations of learning attitude.

## Relationships

At Woodlands, we recognise that positive behaviour management is entirely underpinned by the relationships that staff create with children. It is imperative that our staff know the individual circumstances, triggers and motivators of each child that they work with.

We aim for each member of staff to create key attachment relationships with the children they work with.

## Preventative action

The relationships as referenced in (10.) inform staff of how to preventatively manage behaviour. At Woodlands, we use our knowledge about each individual child to inform behavioural management techniques preventatively; rather than waiting for crisis and responding, we pre-empt triggers and use strategies to support emotional regulation and buffer crisis. We use social stories, communication in print and our behaviour curriculum to support this.

## Behaviour as communication

At Woodlands, every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs.

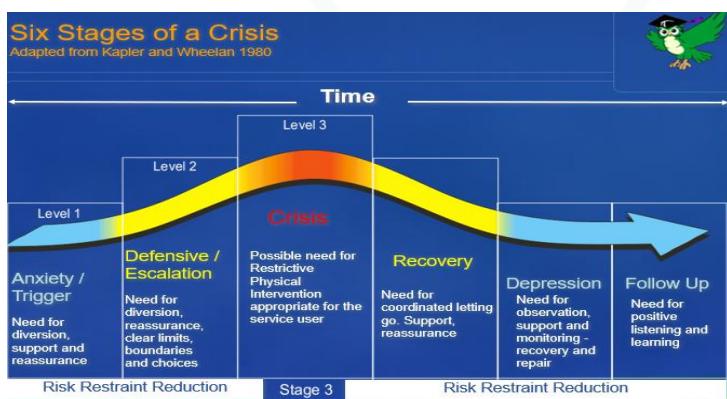
At Woodlands, we believe that all behaviour is communication.

All children are offered compassion and co-operative learning with emotional regulation from a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

When faced with a child in crisis, we:

- Dynamically risk assess the safety of everyone concerned.
- (If safe to do so) Observe the behaviour the child is presenting before responding.
- At Woodlands, we acknowledge that in face-to-face conversation, communication is 55% nonverbal, 38% vocal and 7% words only (Albert Mehrabian).
- Act constructively and supportively rather than responsively.
- Understand that action is driven by emotion.
- Use reflective language to pinpoint and validate the child's emotion.
- Support and co-regulate until the child shows the adult they're regulated and ready to engage further.

At Woodlands, we acknowledge and are mindful of the 6 stages of emotional crisis:



## Post-incident learning

At Woodlands, we acknowledge the power of post-incident learning as:

- A learning opportunity for the child to reflect upon how they felt during crisis and how they might manage those feelings more positively in a future scenario.
- A learning opportunity for staff to clarify underlying causes and feelings of the child.

- A learning opportunity for staff to reflect upon the techniques used to de-escalate and/ or physically manage the situation.
- A coaching opportunity for staff to teach children emotional intelligence and literacy.

Staff use 'The 3L's' (Colin Campbell. Asst. Advisory Officer, BST, SEELB/ Joe Duffy, Senior Ed. Psychologist, SEELB/QUB) and (Dean Cotton) when supporting a child: L – Listen, L – Link, L – Learn

Staff understand the importance of asking a child how they'd respond differently to feeling a specific emotion again, instead of how they'd respond to a specific action.

## Post-incident learning, when?

At Woodlands, we acknowledge that children may be ready to engage in post-incident conversations at different times depending on individual circumstances. As such, staff:

T – TIME, .E – ENVIRONMENT, L – LISTEN, L – LEARN – Support the child to find better ways for managing their emotions next time.

## Emotion coaching

At Woodlands, we acknowledge that negative emotions can spiral in to undesirable behaviours for some children.

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

1. Empathy
2. Labelling
3. Validating of the emotion
4. Limit-setting (if needed)
5. Support with problem-solving

Staff are trained to use scripts (full behaviour policy) when emotionally coaching children

## Restorative justice (see Appendix)

At Woodlands, we believe that Restorative Practice encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their behaviour. Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better. At Woodlands, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it (see full behaviour policy for scripts).

## Logical consequences (see Appendix)

At Woodlands, we understand that logical consequences can teach our children to build internal controls and learn socially responsible behaviours, rather than enforcing compliance through punishment.

At Woodlands, we believe that you cannot punish a child in to behaving differently, instead we educate about desired behaviours.

We acknowledge that logical consequences are directly related to a child's behaviour. Therefore, when a student fails to fulfil a classroom expectation, a natural consequence will follow.

Logical consequences communicate to a student that their behaviour and choices have an impact and are their responsibility. Where punishment can feel like a personal attack, consequences are a straightforward, rational learning experience solely reliant on the student's choices.

Logical consequences are respectful of the child, realistic for the child (and teacher) to accomplish, and related in a way that allows the child to take responsibility for their actions and learn socially responsible behaviours.

At Woodlands, we recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship.

This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card.

In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.

- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- Related, Respectful, Reasonable and Helpful

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

Logical consequences script (see full Behaviour Policy)

## SEND and EHCP reasonable adjustment

- Where a child has a SEND need, adaptations may be required to enable them to access this behaviour policy. We consider each child's needs on an individual basis and, where appropriate, with professional input.
- Where a child has an EHCP, the provision detailed within the plan is used to guide reasonable adjustments to ensure the child has an opportunity to access the behaviour policy.
- If all provision has been reasonably met within the plan/ advised by professionals and the child still continues to exhibit the following unacceptable behaviours then it is considered by school to be a breach of the behaviour policy and, as such, the same sanctions will be applied.
- Suspensions will be used as a sanction when warranted as part of creating calm, safe and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspensions and permanent exclusions are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes or consequences within the school. (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. September 2023).

A list of behaviours that are considered unacceptable are below:

- Physical violence
- Behaviour that prevents learning
- Discrimination of any kind, including the protected characteristics
- Verbal aggression
- Destruction of own or others work
- Threatening or aggressive behaviour
- Refusal to follow reasonable instructions from adults/peers

- Running around and in and out of the classroom
- Bullying including cyberbullying
- Disregard for the school environment or school property
- Swearing
- Accessing inappropriate websites

## 16. The Behaviour curriculum

At Woodlands, we acknowledge that behavioural expectations might not be intrinsically present in every child who attends school and we cannot expect children to simply 'know how to behave.'

We acknowledge that it is our responsibility to teach behavioural expectations, as we do other areas of the curriculum.

Staff teach a tailored (per age and SEND need) Behaviour - input:

At the start of the academic year

After each half term break

As often as is necessary with their class throughout the year (a behaviour reset might be required a few or several times)

The behaviour curriculum includes:

- STARS
- Talk rules
- Transitions/ thresholds
- Logical consequences
- The coaching ladder
- ClassDojo/ Special Mentions
- Woodlands STARS

## Behavioural expectations in EYFS

At Woodlands, we understand the impact that the EYFS curriculum has on all children as the baseline of their school lives. EYFS staff work hard to ensure that routines and expectations are fully embedded in to every child ensuring the learning space is calm, purposeful and that all children understand how to access their curriculum successfully. The first term is exceptionally important for this in EYFS, then strategic management ensures the children continue to engage in their space and with each other successfully.

## Positive choices and Rewards

We praise and reward children for positive behaviour choices in a variety of ways.

We ensure that the praise we give is:

- Sincere, targeted and proportionate (Tom Bennett) to each child and their need.
- Build rapport, build respect

Everything we do at Woodlands has respect at its core. We care and respect for the pupils and community too much to allow poor conduct to affect learning. We also want to emphasise and celebrate good conduct and exceptional behaviour. Respect works two ways so we work hard to earn respect in order to get respect.

Evidence shows that specific reward systems do not create long-term, sustainable, positive behaviour choices and are therefore ineffective.

At Woodlands, we believe that character and integrity are vital values for the children to leave school with and that these are best achieved by choosing to display positive behaviour due to an awareness that this is the right thing to do, rather than because it will lead to a reward/prize.

However, teachers and staff aim to exploit opportunities for commending positive behaviour socially; to praise is crucial but should be used authentically as this is central to building outstanding relationships.

Intrinsic rewards are personalised for each pupil at Woodlands Primary School, with each member of staff being encouraged to create their own reward systems for their class/individual groups/pupils.

Positive behaviour is recognised and tracked with the use of:

- Special Mentions
- Class Dojos
- Phone calls
- Headteacher awards
- Celebration assembly

## Unacceptable Behaviour

Whilst we encourage and focus on positive behaviour demonstrated by pupils, we acknowledge that there will be times when unacceptable behaviour will be displayed.

These behaviours include:

- Physical violence
- Behaviour that prevents learning
- Discrimination of any kind, including the protected characteristics
- Verbal aggression
- Destruction of own or others work
- Threatening or aggressive behaviour
- Refusal to follow reasonable instructions from adults/peers
- Running around and in and out of the classroom
- Bullying including cyberbullying
- Disregard for the school environment or school property
- Swearing
- Accessing inappropriate websites

## Recording of Unacceptable Behaviour

Staff use the following, (see full behaviour policy for more detail)

CPOMS

Positive Handling Plans

## The Coaching Ladder

Behaviour is a huge priority for us at Woodlands with that in mind and it's important for our children that they have a chance to 'fix a problem' and 'right their wrong', whilst still having consequences for actions.

Our first tool when dealing with behaviour at Woodlands is to use: Logical consequences, emotion coaching, restorative practice and post-incident learning.

Our behaviour journey:

Incident involving a child

Child is coached by their class teacher/ key attachment figure in school:

Step 1 – Reminder of behaviour curriculum.

Step 2 - Emotion coaching.

Step 3 - Logical consequences.

Step 4 - Post-incident learning.

## Step 5 - Restorative justice (if required)

If the child presents behaviour that is violent or potentially going to harm themselves or another then they are given Stage 1. This is because, in this moment, a child is may be too dysregulated to complete steps 1-5.

Stage 1 - SLT are called. SLT intervene to help regulate their child, remove from class, hold if necessary.

Stage 2 - SLT investigate the incident. Use of behaviour contract if necessary as a behaviour tool.

If a child reaches stage 1 or 2, SLT are to complete Steps 1 – 5 once the child is regulated.

## Removal of children from class

Everyone has a right to be safe in their learning and working environment. If a child is so dysregulated that they are severely disturbing the learning of others, at risk of hurting themselves or others, we acknowledge that that learning environment might not be right for them in that moment. As such, SLT will support them to leave class and, when they're ready, will complete steps 1-5 elsewhere. Best practise would be for SLT and the class teacher to work through the steps together – reinforcing the key attachment figure being the class teacher.

## Recording of behavioural incidents

Every behavioural incident is to be recorded on CPOMS by the person who witnessed the event and spoke to the child.

They are to be recorded in the following manner:

The details of the event (date/ time/ person's name who is recording and title)

Actions:

Step 1 - Reminder of behaviour curriculum. Child's response.

Step 2 - Emotion coaching. Child's response.

Step 3 - Logical consequences. The outcome and child's response.

Step 4 - Post-incident learning. Child's response.

Step 5 - Restorative justice (if required). Responses of all involved.

## Behaviour contracts

The purpose of a Behaviour Contract is not to punish, but instead is a behaviour tool to encourage children to make positive changes and the correct choices. Being placed on a Behaviour Contract is a serious consequence and this needs to be felt by both the child and their parents/carers. A meeting will take place and both children and their parents/carers are encouraged to attend. At this meeting, the Behaviour Contract will be created collaboratively with the child in order to give them a strong sense of ownership of the contract. All Behaviour Contracts will be different according to the needs of the child and the details of the situation.

All Behaviour Contracts across school will be logged and tracked in order for it to be clear if particular children are not finding the use of a Behaviour Contract helpful and therefore an alternative arrangement needs to be put in place in order to help the child to succeed.

## Loss of control

At times, of course, we have to recognise and accept that children will not behave or work in a manner which is acceptable, despite the support put in place by the Coaching Ladder/Behaviour Contracts. For children demonstrating a loss of control, careful consideration is given to the individual and how best to support them to regulate.

Nurture Nooks - In various locations around school, specific Nurture Nooks are situated. Children are encouraged to access these areas when they are struggling to regulate.

Safe Spaces - Safe Spaces support emotional regulation following a period of crisis or who have requested some time out. Safe Spaces are individual to each child; some pupils will need time out of the classroom in a calm, quiet space in order to prepare themselves for learning (this may follow an incident in the classroom, playground or another area around school) and may be directed somewhere particular for this.

**Violence within the classroom** - If violent behaviours are displayed by children, particular protocols in line with Team Teach are used.

If it is one child displaying violence, they will be safely moved out of the classroom and towards a safe space with a member of staff that the violence has not been displayed towards.

If there are two or more children involved in the violent incident, a decision will be made regarding which child/children will be directed out of the room.

Once children have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of the classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. Steps 1 – 5 will be completed with the child.

If children are choosing to kick, their shoes can be removed from their feet.

With regards to any vandalism, during the first case parents will be informed. If this situation happens again, the police will be called and then parents will be informed. We are aware that some children with specific needs have a tendency to use violence and we always take this into account when reviewing a situation and appropriate next steps.

## **Physical Intervention**

All appropriate staff will be Team Teach trained as part of the school's commitment to keeping staff and pupils safe. Team Teach is a risk reduction method which is deep rooted in practices of reducing escalation and risk arising from unwanted choices. It is important to understand that restraint is only ever done as a last resort and to keep the young person or those around them free from harm.

Pupils can be held or moved if:

- They are a genuine danger to themselves
- They are hurting another child or member of staff
- They are trying to escape from school

Pupils will not be restrained when they are defiant or rude as this is not a proportional or justified response to their actions. All staff can carry this out although staff who are more likely to need to use it will have full restraint training.

We are aware that holding a child is an infringement of their human rights and for this reason we know that by holding a child for their safety, we as staff are at risk of being hurt.

## **Support beyond the Classroom**

In the application of the following, we make reasonable adjustments- please refer to our SEND policy for further information regarding this.

### **Internal move**

An internal move is an extremely serious sanction and is used to allow pupils time to reflect on any unwanted behaviour and with a view to modifying behaviour as quickly as possible. The internal move will take place in another classroom in order to give the child a 'change of face'.

### **Suspensions**

Suspensions are a last resort for our pupils, however pupils who are a considerable danger to keep in school will be suspended for an appropriate number of days. If any child intentionally hurts a member of staff or other child resulting in them becoming visibly or significantly injured, then this means the Headteacher will consider if the child needs to be suspended from school in the best interests of other children and staff.

The school works hard to not suspend pupils as we know it does not always have an improved impact on behaviour. However, the Headteacher reserves the right to make this decision based on the best interest of the whole school.

If the incident resulting in the suspension happened in the morning, the child will be collected from school and the afternoon session for that particular day will always be recorded as a 0.5 day exclusion. It is the responsibility (according to recent legislation) of the parent/carer to ensure that their child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. The school will set work for the child to complete on the school days during the period of their exclusion. Support is provided for pupils to catch up on missed work when the child returns to school.

## Children returning from suspensions

When a child returns from a fixed term exclusion, a 1:1 meeting with the child and the Headteacher is scheduled for when they are expected back at school. It is expected that the child's parent/s/carers attend this meeting too.

## Permanent exclusions

The decision to permanently exclude a child is the most serious sanction that can be given.

A permanent exclusion can happen:

- in response to a serious one-off breach or persistent breaches of the Behaviour Policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

Only the Headteacher is able to make the decision regarding permanent exclusion, but other members of staff can be in conversations regarding the incident/s that have occurred leading to the exclusion. The Headteacher's decision to exclude must be taken on the 'balance of probabilities', meaning that it is more likely than not that the pupil did what they are accused of.

Pupils can be excluded for behaviour outside school (see full behaviour policy for further details).

At Woodlands, we are aware that behind every exclusion/potential exclusion there is a backstory and we will always take contributing factors into account when deciding on the best course of action. If a child has an EHCP in place, an SEN review will always take place prior to the final decision being made on the best next steps for their individual child.

The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- it would result in a pupil missing a public examination or national curriculum test

## Monitoring

Behaviour Lead monitors: suspensions, permanent exclusions, behaviour contracts, positive handling plans, part-time timetables, on-call incidents year group, incidents of a protected characteristic nature and bullying allegations and incidents. Data is collated weekly and informs strategic, whole-school management of behaviour.

## Bullying

Principles:

Woodlands is committed to providing a caring, friendly and safe establishment for all of our pupils so they can learn in a positive and secure environment. Bullying of any kind is unacceptable in the school. If bullying does occur, all pupils should be able to inform staff and be confident that incidents will be dealt with promptly and effectively.

Aims:

The overall aim of this policy is the prevention of bullying. Should instances of bullying occur, this policy will help staff and pupils to deal with it effectively. In this respect the school seeks:

- To ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied
- To ensure that everyone connected with the school is aware of the nature and types of bullying that may occur, both in and out of school; their causes and effects
- To ensure that everyone connected with the school is aware that bullying is totally unacceptable
- To ensure that everyone is aware of their responsibilities in addressing bullying issues
- To develop effective strategies to prevent bullying
- To provide a consistent school response to any bullying and have clear procedures for dealing with incidents
- To use all pupils, staff and parents as a positive resource in the elimination of any form of bullying, drawing on peer pressure as a means of preventing bullying
- To provide support for both victim and bully

- To explicitly teach of appropriate language and its uses

Definition:

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves. It can happen anywhere, both in and out of school. Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying:

Bullying will not be tolerated at Woodlands. Bullying can take various forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion
- Sexual/sexist - bullying based on something specifically linked to gender
- Homophobic - bullying based on sexual orientation
- Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs
- Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games
- It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment

Cyber bullying:

Cyber bullying can take place at any time that someone logs on or picks up a phone, and often invades people's personal time and space. Cyber bullying can involve many people e.g. social networking sites. Images or text messages can be passed quickly from one person to another or via shared websites. This makes it hard to control.

Woodlands encourages pupils to not use social media. The school expects parents to monitor their child's use at home and limit it where necessary. Woodlands has a no mobile phone rule to eradicate cyber bullying whilst at school.

Any harassment or bullying of any member of the school community, including staff, in or out of school, by pupils, parents or staff, will not be tolerated and the perpetrator will be dealt with robustly.

Signs and symptoms of bullying:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to go to school
- Is frequently absent from school
- Changes his or her usual routine
- Becomes anxious, withdrawn or is lacking in confidence
- Attempts or threatens suicide or runs away
- Frequently feels ill in the morning
- Demonstrates changes in work patterns
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money
- Has unexplained injuries
- Stops eating
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what's wrong

- Is evasive or gives improbable excuses in relation to any of the above

These signs and behaviours could indicate other problems or circumstances, but bullying should be considered a possibility and should be investigated.

Action to prevent bullying:

- Staff have a range of appropriate strategies and opportunities to call upon to educate children on bullying. These may include:
- Skilled observation to recognise and respond to the symptoms noted above
- Ready receipt of reports of bullying behaviour, which are then acted upon and the information relating to the alleged bully and their victims reported as appropriate
- The school curriculum embraces the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs
- Teachers will consider where children sit when learning to ensure that no one pupil feels isolated
- Use of other elements of school life to educate our pupils, including assemblies
- Focussed training, for example in safe use of the internet
- Availability of this policy on the school's website to enable parents to understand the school's approach and work together with staff
- Close parent/teacher liaison to ensure that both home and school work together to help and support the victim and moderate the behaviour of the bully
- Where appropriate, and following discussion with the Headteacher, engagement with outside assistance, such as an educational psychologist, social worker or the police
- Ensuring that staff are fully aware of times and places when bullying is most likely to occur; organisation of the school day and supervision arrangements reduce the likely incidence of bullying
- All children given the opportunity to speak to a member of staff, although every member of staff will be approachable
- Ensuring this part of the policy is in synergy with the rest of The Behaviour Policy so that all concerned are aware of the appropriate procedures and sanctions

## Roles and Responsibilities

The whole community must understand bullying is not tolerated and the steps that will be taken to prevent and to respond.

**The Headteacher:** The Head will be informed of any incidents of bullying and will ensure that all incidents are thoroughly investigated and properly logged. The Headteacher will then collaborate with the school staff in ensuring that an investigation takes place in every case and each situation is treated seriously.

If bullying is found to have occurred, the parents of any children involved will be contacted and informed of what action the school will take. The Headteacher will ensure that all staff undertake appropriate training in acting against bullying.

**Senior Team (Behaviour Lead):**

The main roles of Senior Team in respect of bullying are:

- Manage and monitor practices to ensure alignment with the school anti-bullying policy and procedures
- Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies
- Liaison with the Head and between all parties involved, including parents
- Ensuring that incidents are recorded by staff in all cases (CPOMS)
- On a regular basis, analysis of data so that patterns and trends can be identified and used to improve policy and practice
- Governors are made aware of the number and nature of bullying incidents
- Promotion and co-ordination of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life

**All staff, including trust employees:**

All staff are expected to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If bullying is suspected or reported, the incident must be treated with the appropriate degree of urgency by the member of staff who has been approached.

Any suspicion or reports of bullying should be recorded in detail, logged using the school's incident reporting system and passed on to the Headteacher. In their absence, report the matter to a Senior Leadership Team member.

In any case where bullying is reported or suspected, staff must follow this procedure:

- In most cases the incident will be dealt with immediately by the member of staff who is approached/confided, and the Behaviour Lead informed – a full investigation will be completed
- Listen carefully and intently
- Reassure the child that you are sympathetic and that the problem will be resolved
- Do not ask any leading questions
- Do not promise to keep the issue confidential – it is important to maintain the pupil's trust by remaining honest
- Make a clear account of the conversation on CPOMS as soon as it has ended, but try to avoid taking notes during discussion
- Report the matter as soon as is practical to the Headteacher. In their absence, report the matter to a member of the Senior Leadership Team
- Discuss with the Headteacher how to proceed with, for example, further interviews, liaison with parents and what action is to be taken, in accordance with the school's behaviour policy
- Continue to address the incident as agreed with the Headteacher
- Ensure that the incident continues to be fully recorded, together with details of what action has been taken
- Liaise with the Headteacher to ensure that all staff are kept informed of the incident and action taken, as appropriate
- Remember that staff must only ever use physical intervention as a last resort, and it must be the minimal force necessary to prevent injury to another person
- Ensure that appropriate support is provided for all parties concerned

## Investigating bullying incidents

The following points need to be considered:

- The alleged perpetrator(s) should be interviewed as soon as possible after a report is received, without undue reference to the source of information already held if possible
- During any investigation involving pupils, there is a possibility that some pupils may be interviewed who have nothing to do with the situation
- Where there is more than one alleged perpetrator, every reasonable effort should be made to ensure that they are interviewed separately without having the opportunity to confer first
- When an investigation has reached a conclusion, all notes of meetings and communications must be filed and records placed on CPOMS and recorded on the data collected by the Behaviour Lead

## Information and guidance for pupils

As a member of the school, you will not have to put up with any form of bullying behaviour. We can and will help to put a stop to it. You should feel free to speak out to your parents or any teacher if you are being bullied. We can help you to cope with it straight away. When someone else is being bullied or is in distress, inform a member of staff immediately.

Do not put up with bullies in your group of friends. Bullies will soon stop if they are left out or are by themselves. Take care how you speak and act towards other pupils. Always aim to be considerate and helpful.

## Information and guidance for parents

Please encourage your child to talk to a member of staff if they have any concerns.

Equally, please contact your child's teacher, the Behaviour Lead or another member of the Senior Leadership Team to discuss any matters that concern.

## Help Organisations

KIDSCAPE Parents Helpline                    0845 1 205 204

Childline 0800 1111  
Parentline Plus 0808 800 2222  
Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

