Positive Relationships and Behaviour Policy inc. Anti-Bullying Policy

St Luke's Primary School

Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share.

At St Luke's, we **Love, Include, Flourish**, and **Empower** – our **L.I.F.E.** principles.

Date: 01/09/24
Reviewed by Tom O'Donnell and CCPES Governing Body Committee in September 2025
Next Review Date: Sept 2026

1.Principles and Legislation

Section 88 of the Education and Inspections Act 2006 requires maintained school governing bodies to make a written statement of general principles to which the Headteacher is to have regard in determining the behaviour policy. Our written statement can be found **here.**

Section 175 of the Education Act 2002, outlines a school's duty to safeguard and promote the welfare of its pupils. Our policy is written with this in mind.

We follow legislation and advice from the Department for Education (DfE) on:

- Keeping Children Safe in Education 2024
- Behaviour in schools: advice for headteachers and school staff
- Mental health and Behaviour in Schools
- Searching, screening and confiscation: advice for schools 2022
- Use of reasonable force in schools
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

2.Policy Statement

St Luke's is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
Our behaviour policy echoes our vision and L.I.F.E principles with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Over time we hope to teach self-regulation not blind compliance.

3.Aims and Purpose:

Our policy provides guidance on how we can create the best conditions for children to behave well as well as the approaches and systems our staff use when responding to misbehaviour.
Our policy aims include:

- Promoting community cohesion through positive and respectful relationships.
- Creating a culture that promotes positive behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establishing informed practical strategies in maintaining high standards of behaviour across the school
- Providing a consistent and equitable approach to incentives and intervention/sanction that is applied equally to all pupils
- Promoting an environment and curriculum where we help pupils to identify their emotions and triggers and to develop a language in common in understanding them (Zones of Regulation)
- Supporting the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour
- Encouraging consideration for others in the community by promoting our St Luke's Way; school rules and shared expectations (See Behaviour Blueprints)

- Ensuring that all learners including those with special educational needs are treated fairly, shown respect and to promote good relationships. If something isn't working we adapt our approach.
- Building a community which values kindness, care, regulation and empathy for others.
- Defining what we consider to be low level behaviour; discriminatory behaviour and extreme behaviour, including incidences that would be explored under the anti-bullying policy bullying

4. An approach informed by research and reading:

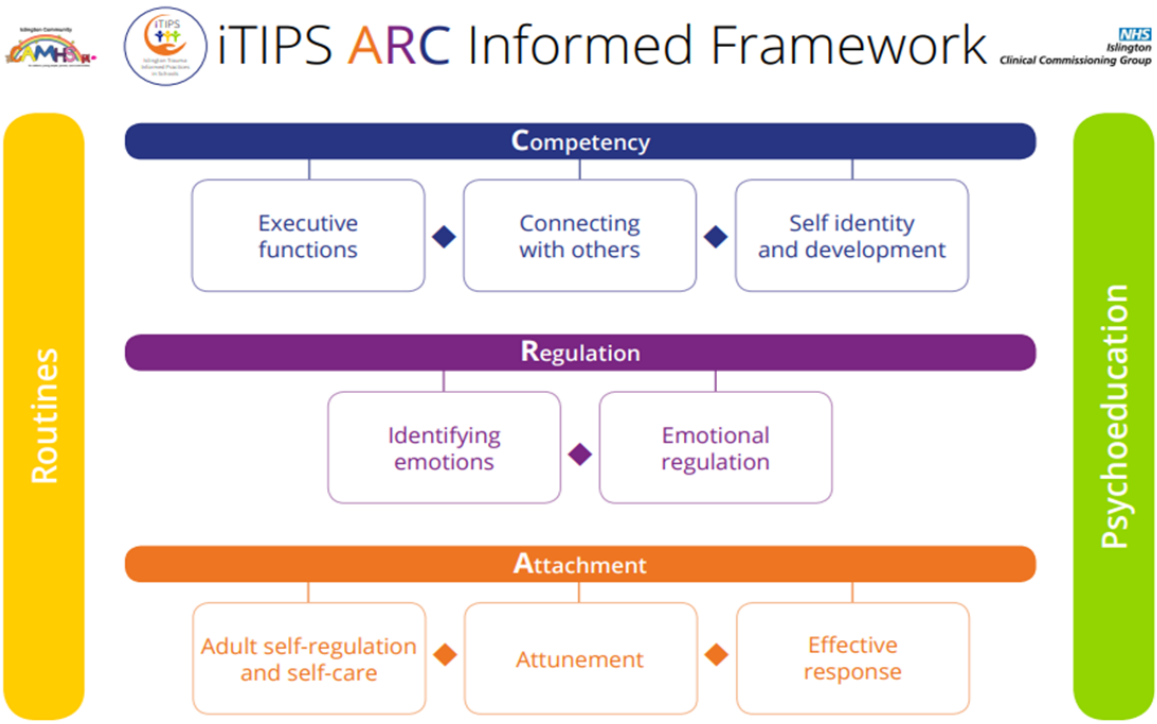
Our approach to behaviour is underpinned by the principle that **positive change begins with the adult**. As Paul Dix reminds us in *When the Adults Change, Everything Changes*, it is the consistency, calmness, and fairness of adult behaviour that sets the tone for the whole school. Staff model the behaviours and principles we expect from our pupils, understanding that children are most likely to respond positively when boundaries are clear, predictable, and delivered with respect:

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others." Paul Dix (2017)

Understanding child development is essential to the process of helping children whose behaviour may not follow what is classified as 'the norm'. At St Luke's we feel it is integral to consider our own behaviour and that of the adults around the child as research on children's character development suggests that the strongest influences on children's character development is modelling by adults, peers, and others. Simply, our children respond to what they see and hear:

"*Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour…lies in the behaviour of every adult and their ability to create a culture of certainty." Paul Dix, (2017)*

At St Luke's, we are also committed to providing an attachment and trauma informed environment where all children can feel safe. Research shows that children who are securely attached have higher self-esteem and empathy and can deal with stress more effectively so they are resilient to change. We use the ARC (attachment, regulation and competency) framework (below), which was developed in 2004 at the Trauma Centre in Massachusetts as part of the United States National Child Traumatic Stress Network:



This is complemented by the work of Dr Bill Rogers, who emphasises the importance of positive relationships, corrective teaching, and restorative practice. His strategies highlight how adults can de-escalate situations, use choice and consequence effectively, and return pupils to learning while maintaining dignity for all involved. Together,these approaches inform our staff CPD programme. Training equips colleagues to:

- Maintain consistent expectations across our school
- Use calm, respectful language to set limits and defuse tension.
- Apply restorative conversations to rebuild relationships.
- Focus on repairing harm and supporting pupils in learning from mistakes.

By embedding these principles, we ensure that behaviour management is never about control or punishment alone, but about creating a safe, respectful environment where every child can thrive.

5.Practical application

Calm and consistent behaviour:

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority. We encourage:

- Classrooms that are tidy and clutter-free.
- Resources are clearly labelled to support independent learning.
- Safe and predictable environments where shouting is discouraged. If necessary (and when used sparingly) a harder, sharper, corrective tone (controlled severity) may be used that conveys, “NO! You will not do that” followed by a rapid return to normal, friendly and predictable tone where positive praise is used as the driving force (see first attention for best conduct). It is

important that this is done in a very controlled way – it should not stem from real anger on our part. It is also important that you use a severe tone only occasionally. If we overuse it, it will become normalised and lose severity.

- Behaviour is managed consistently and appropriately at the right level to support all learners and staff (see behaviour approaches document specific to each phase of the school)
- We ask staff to use empathetic phrases that reroute the power play, such as: "I'm wondering if you are feeling…because I can see that you are….? Am I right?"
- When a child escalates their behaviour, we encourage our staff to take children back to the original behaviour before responding to the escalating/secondary behaviour.
- If a child presents with extreme behaviour, the staff member will calmly hand over the extreme behaviour slip to the receiving member of SLT.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy. We use the zones of regulation to try and build Emotional Literacy in children.

Seating Plans:

- Rows are encouraged but we give our teachers autonomy with this.
- Research suggests that rows aid both the teacher and the pupils by promoting a purposeful and calm classroom environment. The research also ackonowledges the positive impact seating in rows can have for pupils with SEND They help to settle children and allow them to ignore any external distractions.
- In Reception and KS1, we often seat children on the carpet in rows to facilitate learning. When we apply this to the arrangement of desks in Years 2-6, we get similar improvements in learning behaviour.
- All eyes on the teacher: When children are arranged in rows, all of the children in class can see you, all the time. Rows negate the need for body contortions to try and see the board. This is necessary for the pupils to learn well. Research suggests that boy-girl combinations are also more favourable for learning.
- Managing partner and group work: If there is a need for partner work pupils can collaborate with the child next to them. If a teacher wants children to study in groups, two children can turn to face the children behind them. It can be done. If anything, having rows aids learning discussion, but it does rely on embedded routines. To ensure that pupils are explicitly guided through the teacher's expectations of partner and group work within the row setting, teachers could model with their TA what they expect to see and how they want the class to behave.
- More equitable learning: In many ways, rows can make the classroom experience more equitable. The front-facing configuration means that, unless directed otherwise, pupils will be looking at the teacher rather than each other. This can often mean that the quieter children in class are more inclined to raise their hands and contribute to the discussion. Rows also make the lives of both teachers and TAs easier. A layout of rows with an aisle down the middle of the classroom allows all pupils to be easily accessible, which in turn means the adults in the classroom are able to support them.
- Assessment: Ultimately, we have to put the learning of the pupils first and do what works best for them. Giving all of our pupil's equal access to you and other adults who support them is important. Rows have made formative assessment much easier. You can walk up and down those aisles and spot misconceptions in a flash
- Adjustments when needed: Rows don't work for every subject and every activity, for example we organise pupils in a circle or horse shoe for student council sessions or P4C and would rearrange the tables for practical Science work.

First Attention for Best Conduct: There is overwhelming evidence that the praise of good behaviour is about ten times as effective as the punishment of bad behaviour. Our emphasis is

always on the recognition of positive achievements. We use class Dojo and these are consistent across school so that all staff are able to award them to all children. Children in every class can win the prestigious 'highest Dojo earner of the week'. We do not take rewards away from children once they have been given.

~~**Our school values:** For all our children we offer compassion and cooperative learning with a caring and supportive adult. For all behaviour every child and adult will receive, calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour. As a church school, our Christian Values of Perseverance, Wisdom, Compassion and Thankfulness are embedded in our school curriculum for learning and behaviour.~~

<u>The St Luke's Way:</u>

We refer to our code for behaviour as: 'The St Luke's Way'. These four words outline our rules and expectations that children are ready to learn and follow instructions; are respectful of one another's right to learn and that every child feels continually safe and happy in school. (See behaviour blueprint Years 2-6 for more information)

Being loving is part of our school vision and kindness and compassion are promoted at all times.

<u>You are the second adult:</u>

At St Luke's we also encourage children to use the words ***"You are the second adult"***. This is to ensure children feel empowered and heard. It also calls this adult to action (knowing that this is the second time a child is reporting something).

<u>Relentless routines:</u>

- Our day starts with a 'soft start.' This is a relaxed transition into school between 8:50am-9:10am. It allows us to tune in to pupil's presentation early on and target support effectively. Key adults support key children who may find this transition difficult. Key staff are in class to meet children with senior leadership and pastoral team presence on both gates and entrances.
- As much as possible, the daily timetable is consistent across the school.
- Lunchtime has a set routine and we have a whole school social story to reinforce this.
- Lunchtime is zoned with sports coaches and staff facilitating competitive sports in small groups in the Juniors
- Staff are encouraged to think carefully about the transition from lunch to class as many children need time to acclimatise after this period. Staff use a combination of calming music and mindfulness to help here
- Movement around school is sanctioned through the use of toilet and corridor passes. This informs all adults that a child has sought out the necessary permission from class-based adults
- There are duty members of the pastoral team and SLT on behaviour response across the week to ensure consistency when dealing with behaviour escalation
- At the end of the day, children are dismissed from their classrooms except Year 4 who have a designated collection/pick up point.

Language and Systems:

We have considered both the age of the child and the stage of their development when considering any management of behaviour. As adults if we have a clear understanding of both, we are more likely to have reasonable expectations of children. Our behaviour approaches documents can be accessed below outline our approaches.

- EYFS and Year 1
- Year 2-6

Our Behaviour System (resources needed):

- Appendix 1: Class slides
- Clipboard
- Appendix 2:Daily class record sheet
- Designated time out table in class with regulation prompts
- Appendix 3: Reflection sheet (written)
- Appendix 4: Adapted reflection sheet 1
- Appendix 5 Adapted reflection sheet 2
- Appendix 6: Extreme behaviour incident
- Appendix 7: Toilet pass/Corridor pass

Our daily record sheet and system used in Years 2-6 is transferrable and the daily class record sheet and clipboard should be passed to the adult in charge as our system is a transferable system. This is important to develop the adult child relationship in all contexts.

Restorative Conversations:

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. With younger children or children that struggle with this we focus on - Who else has been affected? - What can we do to make things right? An apology shouldn't necessarily be the outcome of the conversation. 'A forced apology doesn't teach humility; it simply underlines obedience' (Paul Dix) and isn't helpful in the long run. Although actions have outcomes (consequences), we train our staff to be aware that children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

Involvement of Pastoral Support team:

The pastoral support team reviews the daily class record sheets routinely. A member of the pastoral support team will follow up (with a log being made on CPOMS) if a child has reached the 'Further escalation' stage. The SLT member/Pastoral team member on behaviour response will follow the restorative script above. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

In some incidences (outlined in Y2-6 behaviour approaches) an extreme incident slip is sent to the member of SLT on behaviour response (See table 2 for escalation levels). As with other sanctions, we will act reasonably and proportionately in all cases. Any separate room or area will only be used when it is in the best interests of the child and other pupils. Any use of restriction which prevents a child from leaving a room of their own free will only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others.

The senior leader/pastoral support staff member involved will decide how long a pupil should be kept in a separate place, and for the staff member in charge to determine what pupils may and may not do during the time they are there.

SLT and the Pastoral Support team will ensure that a pupil is withdrawn no longer than is necessary and that their time spent there is used as constructively as possible. We will allow pupils time to eat or use the toilet. SLT and the Pastoral Support team will ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare. It may also be appropriate for a child to work away from their teacher and the class.

An internal suspension may also be implemented. This does not appear on a pupil's record. The purpose is to provide time to undergo a further risk assessment so that a child can be reintegrated to class safely. The pupil will work away from their class for the day supervised by a member of the pastoral team. Pupils may be internally suspended for the following reasons (list not exhaustive):

a) Violent behaviour towards staff members
b) Violent behaviour towards pupils
c) Abusive/aggressive/threatening behaviour towards staff
d) Abusive/aggressive/threatening behaviour towards pupils
e) Repeated or extreme prejudice based or discriminatory behaviour including online e.g. racist, sexist etc.
f)Serious damage to property
g) Repeated disruptive behaviour over a period of time

<u>Suspension and Permanent Exclusion:</u>

The school is subject to the mandatory guidance set out in the Department for Education's Suspension and Permanent exclusion document (see link to legislation on page 1). This document provides a detailed guide to the legislation that governs the suspension and permanent exclusion of pupils from all schools.

The headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

-Physical assault against a pupil
-Physical assault against an adult
-Verbal abuse or threatening behaviour against a pupil
-Verbal abuse or threatening behaviour against an adult
-Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
-Bullying
-Racist abuse
-Abuse against sexual orientation or gender reassignment
-Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Headteacher may suspend a pupil for one or more fixed periods up to a maximum of 45 school days in a single academic year for what is unacceptable behaviour in accordance with this policy. The Headteacher may also permanently exclude a pupil in response to a serious breach or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Online behaviour:
Serious breaches of online safety including any incidences of discrimination will lead to SLT involvement where parents/carers will be contacted. All incidents of inappropriate use of the internet or social media are encouraged to be reported to the school. Evidence and screenshots are requested by staff to inform follow-up and so pupils can be identifiable. Where needed we will also involve/escalate to Islington's Digital Leader Katy Potts.

Zero-tolerance approach to sexual harassment and sexual violence:
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school logs all incidences of sexualised behaviour in school. Contextual Safeguarding implications are also considered and advice is sought from Islington Children's Social care. More information is included in our child protection and safeguarding policy on the school website.

Discriminatory incidences:
Any incidences discriminatory in their nature will be reported to a member of SLT. This includes incidents across the range of protected characteristics as well as body shaming.

As a school, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. These British Values are very visible and witnessed in our curriculum, conversations, and displays.

Staff will also take action if they witness behaviour, or suspect pupils and/or families that point to extremism or radicalisation. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised. See the child protection and safeguarding policy on the school website.

Early help and adaptations for SEND:

- As a school, we work closely with our families to provide the best support for all our children. Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs. 7
- We have a strong Pastoral Team and we support and refer on to outside agencies if needed.
- The levels of support we offer universally; in a targeted way and intensely are outlined in the table below, All children and families have access to our universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies prevention, identification, early support, and access to specialist support. This is outlined below:

Universal	**Targeted** **(Universal support to continue)**	**Intense** **(Targeted and Universal support to continue at this stage)**
- Meet and Greet just inside the classroom -Trauma informed approach -No shouting policy encouraged across school	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.	Completion of Boxall Profile by class teacher
Staff relationships are strong and interactively repair occasions when they may have become defensive.	Pastoral support team supporting co-regulation and repair.	Individual Behaviour Plan (IEP) and targets implemented with NRC involvement
	Staff work with parents through a weekly email	TAC meeting in place with SLT involvement. Reintegration meetings as and when appropriate.
Restorative conversations	Referral to external agencies (Bright Start, NRC, CAMHS)	Risk Assessment completed by SLT
Stress regulation strategies during the day are encouraged, particularly during transitions eg: Mindfulness music, breathing and peer massage.	Consideration for nurture groups	Part time timetabling application
PSHE and Intervention groups within the classroom	Reasonable adjustments considered and changes to daily timetable	EP assessment

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND (special educational needs) or EAL (English as an additional language) who have specific needs relating to behaviour, will find it difficult at times to follow 'The St Luke's Way'. Individual strategies are implemented to support them. This may include the use of clear

targets with specific rewards, alternative rewards or consequences and at times the use of outside agencies (Pastoral Support Team, Bridge Outreach referral, Educational Psychologist etc.) Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete an Early Help Assessment if multi-agencies are involved with the child or an NRC individual referral if the child is at risk of exclusion. We do not take rewards away from children once they have been given. We do our best to support children to self-regulate and prevent incidents from escalating.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.
As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- A whole school trauma informed approach to managing behaviour and well being using ITIPS strategies
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of different spaces including group rooms and the sensory room where pupils can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', the school will sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any adaptations need to be made to the sanction.

<u>Part time provision arrangements</u>**:**
All primary pupils of statutory school age are legally entitled to full-time education. Part-time

timetabling is only considered in exceptional circumstances and as a last resort. Any considerations must comply with the legal obligations outlined in the Education Act 1996.

Part-time timetables are only implemented as a short-term measure and as a last resort when it is in the best interest of the child. Any decision in this regard is guided by a comprehensive assessment of the child's needs, ensuring that all other interventions and support strategies have been explored and exhausted.

When these arrangements are being considered the school firstly consults with parents, carers, and relevant professionals before implementing a part-time timetable. Legal guidance requires that any reduction in school hours is temporary, monitored regularly, and designed with the aim of returning the pupil to full-time education as quickly as possible. An application is made to the local authority in the first instance.

The use of part-time timetabling must prioritise the pupil's welfare and safeguarding. As a school we ensure that any such arrangement does not compromise the child's right to education, and should follow Department for Education (DfE) guidance on attendance and safeguarding practices.

5. Roles and responsibilities

The Governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The Headteacher takes responsibility for implementing measures to secure acceptable standards of behaviour and works to ensure the school's approach to behaviour meets the following national minimum expectation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Making a decision on suspension or permanent exclusion whilst also implementing the appropriate legislation

Parents/Carers

At St Luke's, we believe that effective behaviour management is a **partnership** between school and home. Parents and carers play a vital role in helping children develop positive attitudes, respectful relationships and a sense of responsibility for their own actions.

We ask that parent/carers:

- Support the school's L.I.F.E. principles (Love, Include, Flourish, Empower) by reinforcing respectful behaviour at home.
- Abide by and adhere to the Islington adopted parental conduct policy.
- Uphold and sign the Home–School Agreement, which sets out mutual expectations for attendance, punctuality, behaviour, homework and communication.
- Work with school staff if concerns about behaviour arise, engaging constructively with support plans or restorative approaches.
- Support sanctions when they are applied, recognising that these are part of the school's agreed system of fairness and consistency.
- Communicate openly with teachers and leaders, sharing relevant information that may impact behaviour (e.g. family circumstances, wellbeing).
- Encourage their child to follow the Acceptable Use Policy (AUP) for safe and responsible use of technology in and out of school.
- Parent Workshops – parents are invited to a 'Meet the Headteacher breifing' to understand the school's approach, how incidents are managed, and how they can support at home

Pupils:

To ensure clarity and consistency, behaviour expectations are explicitly taught and revisited throughout the year. This includes:

- Pupil Induction & Refreshers – behaviour expectations are introduced in assemblies at the start of each term, with follow-up in class.
- Visual Reminders – classroom posters and corridor displays reinforce the school rules in child-friendly language.
- Slides & Briefings – staff use standardised slides in assemblies, parent workshops and staff briefings to ensure consistency of message.
- Curriculum Links – expectations reinforced through PSHE, circle time, worship and restorative practice sessions.

Anti-bullying Policy and Procedure

St Luke's Primary School

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Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share.

At St Luke's, we **Love, Include, Flourish**, and **Empower** – our **L.I.F.E.** principles.

1.Rationale, Principles and Vision

At St Luke's Primary School, we are inspired by the parable of the Good Samaritan (Luke 10:25–37). Like the Samaritan, we believe we are called to see, act and stand up when someone is in need. This reflects our L.I.F.E. principles:

- Love – we show kindness, care and compassion to all.
- Include – everyone belongs and differences are celebrated.
- Flourish – every child deserves to grow in a safe, supportive community.
- Empower – we give children the courage and tools to speak up, stand up and make positive change.

Bullying of any kind is unacceptable. Our school is a telling (reporting) school – children and staff are called to action to be upstanders not bystanders. This means that if anyone knows bullying is happening, they must tell a trusted adult, because silence allows harm to continue.

2. Definition of Bullying

Bullying is:
"The repetitive, intentional hurting of one person or group by another, where the relationship involves an imbalance of power. It can be physical, verbal, emotional, sexual, or online."

Types of bullying include: physical, verbal, emotional, prejudice-based, sexual and cyberbullying

Staff are trained to distinguish bullying from one-off disagreements or "falling out" – but both are taken seriously and addressed.

<u>Reporting vs "Telling Tales"</u>

Children sometimes feel unsure whether they are "telling" or "telling tales". At St Luke's, we teach the difference clearly:

Reporting (Being an Upstander)	**Telling Tales**
Done to protect someone from harm	Done to get someone into trouble
A way of keeping yourself or others safe	Often about small disagreements or accidents
Encouraged – it shows courage and care	Discouraged if it is unkind or unnecessary
Linked to our vision of being a Good Samaritan	Linked to selfishness or spite
Helps adults safeguard and support	Creates division and distrust

Cyberbullying and Online Safety

<u>Definition</u>

Cyberbullying is the use of technology to deliberately harm, threaten or intimidate someone. It can take place on social media, messaging apps, gaming platforms, or through images, audio, video, or AI-generated content.

Cyberbullying can be:

- Harassment: sending repeated, hurtful messages.
- Image/video abuse: sharing or altering images without consent.
- Exclusion: deliberately leaving people out of group chats, games, or online activities.
- Coercion and control: pressuring someone to share images, information or passwords, often linked to exploitation or grooming.
- Impersonation: pretending to be someone else online.

Apps and platforms where incidents often occur include Snapchat, WhatsApp, FaceTime, Instagram, TikTok, gaming chats and other social networks. Our children are taught that any online behaviour must reflect the same respect and kindness expected in person.

Other definitions:

Coercion: forcing or pressuring someone to do something against their will, including online exploitation.

Exclusionary Behaviour: deliberately isolating or excluding someone from activities, groups or social interactions, both in-person and online.

3. Language and SEND

At St Luke's, we avoid using the word "perpetrator" when describing children involved in bullying behaviour. While the word is used in legal contexts, it can be stigmatising and implies a fixed identity, rather than recognising that:

- Children (particularly those with SEND, SEMH needs, or communication difficulties) may display behaviours that challenge because of unmet needs, difficulties in social understanding, or struggles with self-regulation.
- Labelling a child as a "perpetrator" risks defining them by their behaviour, rather than separating the behaviour from the individual.
- Our approach is rooted in restorative practice and positive behaviour support: we address the behaviour, support the child to change, and teach more appropriate ways of interacting.
- We acknowledge that children who bully others may themselves be experiencing trauma, anxiety, neglect, or difficulties with peer relationships.

Instead of "perpetrator," we use terms such as:

- "the child displaying bullying behaviour"
- "the child who has caused harm"

This language reflects our inclusive ethos, maintains the dignity of all children, and ensures that interventions focus on support, accountability and change rather than punishment alone.

St Luke's Primary School lives out its vision by ensuring **no child passes by on the other side** when they see someone in need. We teach children to be **upstanders, not bystanders**, empowered to act like the Good Samaritan: with compassion, courage and responsibility.

4.Trusted Adults & Safeguarding

- Every child is encouraged a regularpoints across the year to identify a trusted adults at school and at home.

- Pupils know that if they have reported something to one adult and there is no action, the child can then report to a "second adult" . "You are the second adult," is part of our St Luke's Way.
- Staff reassure children that reporting is never wrong; it is part of keeping themselves and others safe.

5. Procedures for Bullying Incidents

1. Disclosure/Observation – incident shared or witnessed;
2. Concern escalated to Headteacher or member of the SLT
3. Recording – Headteacher/member of SLT logs incident on CPOMS under "Bullying".
4. Investigation – led by SLT/Staff member within 48 hrs; gather statements, evidence. Bystanders and witnesses are spoken to. This is recorded under child voice on CPOMS
5. Action Plan – strategies agreed for victim and perpetrator; restorative practice used.
6. Communication with Parents – both sets of parents informed of actions and support.
7. Sanctions (if deemed appropriate) – follow Behaviour Policy
8. Record Keeping – chronology maintained on CPOMS, monitored by DSL/SLT.
9. Follow-Up & Monitoring – review after 2 weeks, termly thereafter.
10. External Agencies – involvement of local authority, New River College, Police, CAMHS or other agencies if necessary.

Where cyberbullying is reported or suspected the procedure might be adapted as outlined below:

1. Initial Disclosure
    - Staff listen carefully and reassure the child.
    - Immediate safeguarding concerns are prioritised.
2. Evidence Gathering
    - Parents of pupils are encouraged to save messages and take screenshots (not delete).
    - A school device is used to keep an evidence log of the screenshots for future reference
    - Staff record details on CPOMS under "Bullying"

3. Investigation
    - Class Teacher/Senior Leader speaks with all parties involved.
    - Screenshots/messages reviewed to confirm sequence of events.
    - Parents are informed promptly.

4. Referral to External Support
    - Where patterns persist or the incident is serious, the case is referred to:
        - Heather Vacciana, Local Authority Anti-Bullying Coordinator or Katy Potts, Local Authority Digital Lead
        - School Headteachers if the incident involves pupils/young people from other settings
        - Police, if the behaviour may constitute a criminal offence (harassment, threats, indecent images, hate crime) or involves anyone over the age of 16.
5. Action Plan
    - Child impacted by bullying: offered pastoral support, wellbeing check-ins, and guidance on privacy settings and digital resilience.
    - Pupil/s where evidence would show bullying-like behaviour has been evident: tis is addressed through sanctions, restorative approaches, and online safety re-education.

   - Both: may be referred to additional services (CAMHS, New River College or Early Help) if needed.

6. Follow-Up
   - School monitors the situation with ongoing check-ins.
   - CPOMS chronology updated regularly.
   - Governors informed through anonymised reports routinely at Full Governing Body meetings

5. Prevention Strategies

- Curriculum teaching (PSHE, RSE, RE, Worship) emphasises respect, diversity and inclusion.
- Computing curriculum with a strong focus on Digital Literacy during the first part of Autumn term
- Whole-school events: Anti-Bullying Week, Internet Safety Day
- Parent workshops: e.g. around Anti-Bullying
- Playground zoning and structures: Specific calm and quiet areas and sports coaches present during competitive sports
- Contextual Safeguarding: Ongoing identification of hot spot areas through regular review of records
- Staff CPD on early identification and restorative approaches.
- Maintaining links with key Anti bullying and Digital Leads in the local authority.
- Coercion Awareness: Pupils taught about online coercion, grooming, and the importance of never sharing personal or inappropriate content.
- Exclusion Awareness: Pupils taught that leaving someone out of a group chat/game is a form of bullying.
- AUP (Acceptable Use Policy): Children and parents sign the school's AUP, agreeing to safe and respectful use of technology.

6. Monitoring & Evaluation

We regularly check whether children feel safe and confident:

- Annual pupil survey includes questions about bullying and safety.
- Pupil interviews carried out by staff and governors to capture pupil voice.
- CPOMS logs analysed for patterns (locations, groups, times).
- Governors receive termly reports and challenge actions taken.

Findings inform policy updates, curriculum planning and staff training.

7. Responsibilities

- Headteacher: leads anti-bullying practice, reporting to governors.
- DSL/SENDCo: oversees CPOMS records and ensures safeguarding responses.
- Named Governor for Inclusion/Anti-Bullying: monitors practice.
- All Staff: model respect, challenge unkindness, and act as trusted adults.
- Pupils: are called to action as upstanders, reporting concerns and supporting peers.
- Parents/Carers: work with school to resolve issues positively.