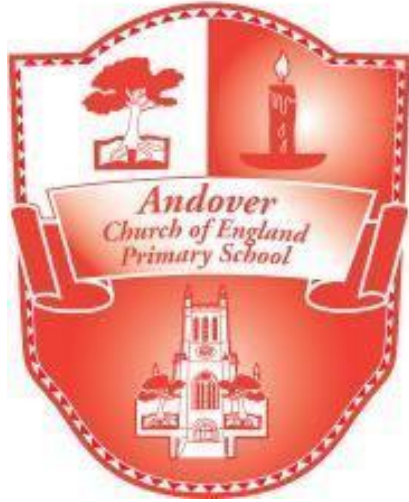


ANDOVER CE PRIMARY SCHOOL



Anti Bullying and Behaviour Policy

Date Agreed:	September 2025	
Review Date:	September 2026	
Signed:	<i>F. Tiddle</i>	<i>Nicky Parker</i>
	Headteacher	Chair of Governors

Contents

Legislation, Statutory Requirements and Statutory Guidance	Page 1
Promoting Good Behaviour	Page 2
Additional Support for Behaviour	Page 3
Off-Site Misbehaviour	Page 3
Bullying	Page 4
Child-on-Child Abuse	Page 5
Monitoring, Evaluation and Review Arrangements	Page 5
Appendix A – Exclusions	Page 6
Appendix B – Confiscation and Searches	Page 8

Positive Behaviour Policy

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2023
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives headteachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

Safeguarding children and young people

Under the Children Act 2004 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the DSL will report their concerns to children's social care. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. More detail can be found in our Child Protection and Safeguarding policies.

At Andover Church of England Primary School, we aim to provide an inclusive, safe, and caring environment where everyone in the school community feels safe, confident, valued, and respected.

We aim for all children to:

- Have good attendance, enjoy school, and develop a love of learning in an environment not disrupted by poor behaviour.
- Develop sensitivity, tolerance and understanding of others regardless of race, creed, gender, or disability.
- Behave respectfully towards each other, learning to compromise and to adopt non-aggressive attitudes.
- Develop a clear sense of right and wrong.

Our rules for everyone at Andover CE Primary School are:

'READY, RESPECTFUL, SAFE'

*These three key words negate the need for lots of rules when dealing with specific behaviours as the children understand that they need to be **ready** to learn, **ready** to listen and **ready** to respond appropriately.*

*The children know they need to be **respectful** of themselves, others, and their environment.*

*Children also always know that they need to keep themselves and others **safe**.*

Ready, Respectful, Safe will underpin all our expectations around the standards of behaviour we want to see in school and are used in a positive, affirming manner.

To show **love and respect** by being kind and caring to myself and others.

To demonstrate **courage** by being ready to try my best in everything I do.

To **forgive** myself and others when we make the wrong choices, to learn from my mistakes and keep myself and others safe.

LOVE COURAGE FORGIVENESS

Promoting Good Behaviour

At Andover we expect everyone to co-operate and conform to our standards of behaviour. We expect the school's policy to be supported as part of our home/school partnership. Staff model respectful relationships with pupils and demonstrate through their own behaviour the expectations of the school for the children.

In each classroom, the children have a Stars of Success chart. This chart has four achievement stars to recognise good behaviour. Each child has a peg with their name on it. When a child is seen to display positive behaviour, their peg is moved up one star on the chart. These behaviours include the Andover rules which include being kind and caring, trying my best and being polite and helpful. At the end of each day, all children who reached the top star receive 5 house points, a star sticker and one 'Star of the Day' will be chosen, with a trophy given to display on their table. Various rewards will be given to reflect the good choices being made such as stickers, sharing work with the Headteacher or Deputy Headteacher and Christian Values Certificates in Celebration worship.

Of course, where there are rewards, there are also sanctions. To provide continuity across the whole school, the Clouds of Consequence clearly set out the steps of sanctions if children

make poor behaviour choices. These clouds are on display in each classroom alongside the Stars of Success.

The Clouds of Consequence work in a similar way to the Stars of Success. The children begin each day on the sun at the top of the clouds. Their name peg is moved down a cloud at a time if they make poor choices. The first cloud is a warning, the second is a period of 'reset time' using the Zones of Regulation in the class, the third cloud the class team will speak to SLT about behaviour and a decision made about an appropriate action. At every point the child will be encouraged and guided to change their behaviour and return to the sun. Parents will be informed of any behaviour concerns by the class teacher at an appropriate time.

Additional Support

In some cases, children with additional needs may benefit from an Individual Behaviour Management Plan (IBMP), where a more bespoke approach is required to meet their needs. This plan would be written by the SENDCo in consultation with parents, class teacher and any other adults involved with the child.

Where children have identified needs around emotional wellbeing and behaviour, we have a Thrive practitioner who can provide bespoke support, either 1:1 or in groups, to meet their emotional needs and give them strategies to self-regulate. We also have an ELSA (Emotional Literacy Support Assistant), TALA (Therapeutic Active Listening Assistant) and a Play Therapist which children can be referred to the SENDCo for these interventions.

There are several external agencies we can refer to, including Primary Behaviour Service (PBS), Child and Adolescent Mental Health Service (CAMHS) and the Mental Health in Schools Team (MHST), where a child's needs around behaviour require further specialist involvement. We would always seek parent/ carer consent for referrals to these services.

All staff have access to support where required to ensure they are confident to support children with needs around behaviour.

Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

In these situations school staff can apply sanctions as described in this policy. Sanctions will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Bullying

Statement

At Andover CE Primary, we are committed to providing a welcoming, friendly and safe environment for all of our children. Bullying of any kind is unacceptable at our school. All members of the school community have a right to learn and work in a caring and protective environment. They also have the responsibility to contribute, in whatever way they can, to the protection and maintenance of respect and tolerance in our community.

Definition of Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated, often over a period of time. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. Bullying is not the occasional falling out, name calling or arguments between friends. It is bullying if it is done several times on purpose.

It can take many forms but the main types are:

- Emotional – personal comments, making a person feel isolated/ unhappy and tormenting
- Physical – hitting, kicking, punching, taking another person's belongings
- Verbal- name calling, insulting, making offensive remarks, spreading rumours
- Social/ non-verbal- excluding, offensive gestures, unpleasant notes.
- Cyber bullying- using the internet or mobile phones to intimidate
- Against the nine protected characteristics including racist, sexist, disablist, homophobic and transphobic forms of bullying

Strategies to prevent or reduce bullying

We promote positive behaviour in school and strive to create an environment where pupils behave well; where pupils take responsibility for their own and each other's emotional and social well being; and where they include and support each other.

We use a range of measures to prevent and tackle bullying including:

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference

Designated collective worship times explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying

Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions

Procedures for reporting, recording and dealing with bullying

When bullying has been reported, the following actions will be taken:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The following procedures will then be applied:

- A clear account of the bullying incidents must be recorded on CPOMS, alerting a member of the Senior Leadership Team
- The headteacher or deputy headteacher will interview all concerned and will record the incident and agreed actions
- Parents of both parties will be informed
- Sanctions will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to talk about what has happened
- reassuring the pupil
- offering continuous support
- restoring self esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened and possible reasons
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil
- providing support to the pupil as required.

Child-on-Child Abuse

As a school we recognise that sexual violence and sexual harassment can occur between two or more children of any age and sex. We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable, and it will not be tolerated. Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing, and we have robust procedures in place to address any concerns that are raised. More detail of this can be found in our Child Protection Policy and our Safeguarding Policy.

Monitoring, Evaluating and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy should be read in conjunction with:

- The Reasonable Force in School' document
- Positive Touch Policy
- Child Protection Policy
- Safeguarding Policy

Appendix A – Suspension and Permanent Exclusion

There are two types of exclusion: **suspensions** and **permanent exclusions**.

Suspension of pupils

The decision to suspend a pupil will be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher (or, in the absence of the Headteacher, the most senior teacher who is acting in that role) can suspend a pupil.

A suspension is limited to a total of 45 days in any one academic year for an individual pupil and is split, procedurally, into:

- suspensions of 5 days and under;
- suspensions of between 6 and 15 days;
- suspensions of 16 days and over.

Suspension of a child will be considered for the following reasons:

- **Physical assault against pupil or adult**
- **Verbal abuse/threatening behaviour against pupil or adult**
- **Physical assault**
- **Bullying**
- **Racist abuse**
- **Sexual misconduct/Drug and alcohol related**
- **Damage**
- **Theft**
- **Persistent disruptive behaviour**

Following a suspension parents will be expected to meet with the Headteacher, Class Teacher, SENDCo and any other relevant person (eg. Behaviour Support Team worker) to draw up a strategy for reintegration in order to support the child's return to school.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently would only be taken:

- in response to a serious breach or persistent breaches of this behaviour 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.

Prior to a permanent exclusion a thorough investigation will take place to show that a range of strategies have been tried without sufficient success. In the case of a single serious breach of discipline the headteacher may decide to exclude a student without having tried a range of strategies.

When a pupil is permanently excluded, the local authority must arrange suitable full-time education to begin no later than the sixth school day. The school will take reasonable steps to set and mark work during the first five school days of the exclusion.

Any pupil who is permanently excluded will not be removed from the school register until after any requested review has been completed.

Appendix B – Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE’s latest guidance on searching, screening and confiscation, and would always be carried out in an age-appropriate and sensitive way.

Confiscation

Any prohibited items found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil. These items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupil.