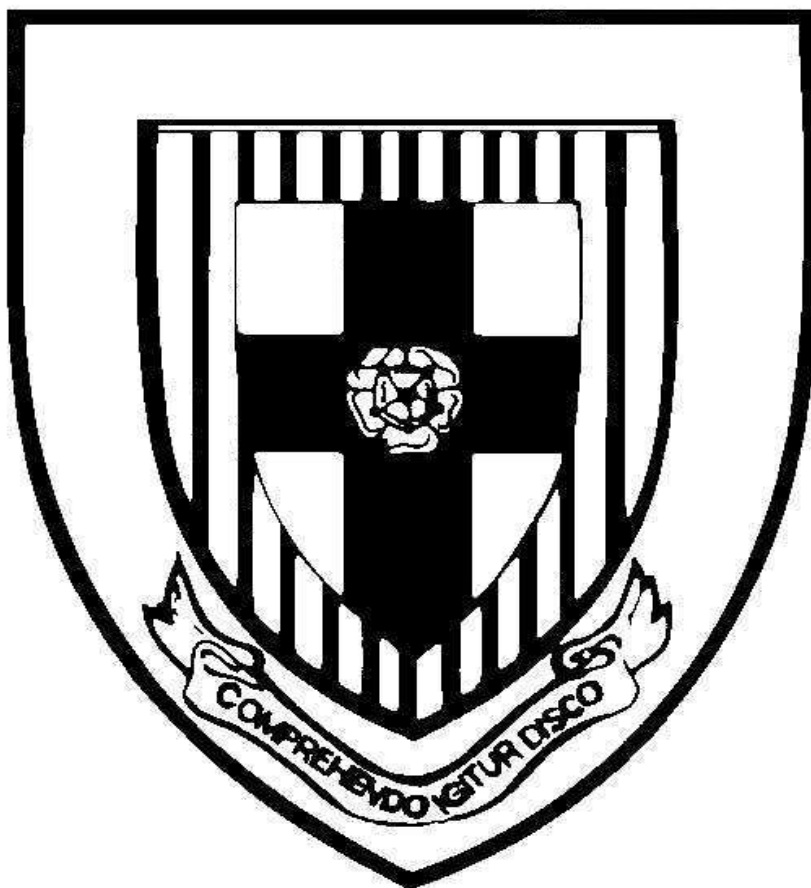


Oak Cottage Primary School



BEHAVIOUR POLICY

September 2026

Introduction

The Governing Body is responsible for setting the framework of the school's Behaviour Policy through a written statement of general principles, taking into account the needs of all pupils, including any with educational special needs under the Equality Act 2010. The statement should cover such areas as ethos of the school, its moral code, positive and constructive rules of conduct and the rewards and sanctions which the school will use.

This policy is to be shared with parents, new staff, teachers, support staff and others working within the school. To meet statutory legislation, a school's policy on behaviour must be reviewed each year. This is done at the start of the autumn term.

This policy recognises that it has a part to play in the spiritual, moral, social and cultural development of children and that Personal Social Health Education is an important element in a pupil's education.

This policy should be read alongside the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

Ethos

At Oak Cottage we value each child's individuality and ability and aim to create a positive, welcoming environment, where good behaviour is rewarded and unacceptable behaviour discouraged.

We believe that good behaviour is an essential condition for effective teaching and learning to take place and that pupils and staff have the right to learn and teach in a secure environment that promotes and supports good behaviour. Through the example of the adults who care for them at school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges, increase their self-discipline and develop greater responsibility for their own actions. We also believe that it is the responsibility of parents to share with the school in helping their children to behave well.

The children were consulted on what good behaviour means and they formulated the following definition:

"We believe that good behaviour means that everyone in school is kind, caring helpful and friendly towards one another. It means showing respect towards everyone and using our manners all of the time. Good behaviour means being willing and able to listen to each other and remembering to share and co-operate all of the time. It means doing our best in everything we do and believing we can succeed. It means saying sorry and being truthful if we do something wrong."

November 2024

Aims of this policy

- To create an environment that encourages and reinforces good behaviour
- To work consistently and fairly in the positive management of behaviour
- To appreciate and follow an agreed code of behaviour
- To encourage children to treat each other, staff and visitors to the school with care,

- consideration and respect
- To encourage children to value good behaviour, develop self-discipline and take responsibility for the consequences of their own actions
- To provide a stimulating and appropriate curriculum that promotes a sense of individual and collective worth and achievement
- In partnership with parents/carers, to assist children in distinguishing between right and wrong and in becoming aware of their rights and responsibilities and the rights and responsibilities of others

Roles and Responsibilities

The Role of the Headteacher

It is the role of the Headteacher to implement and monitor the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school.

The role of staff

- To fully comply with the school policies and procedures
- To inform the Headteacher of any concerns and follow the line management system/school procedures for reporting concerns.
- To treat all pupils and the school community fairly and with respect.
- To maintain high expectations of pupil behaviour and learning.
- To reinforce expectations of behaviour consistently through rewards and sanctions.
- To be a good role model for behaviour.
- To establish effective partnerships with parents so that pupils can see the key adults in their lives share a common aim.
- To recognise and address the individual needs of all pupils.
- To acknowledge, celebrate and reward all positive achievements and behaviours

The Role of the Governors

The Governing Body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school and support the staff in its implementation.

The Governing Body will monitor the effectiveness of the Behaviour Policy in bringing about its stated aims and objectives.

The role of the children

- To work to the best of their abilities to allow others to do the same.
- To treat others with respect at all times.
- To be good role models for other pupils.
- To respond appropriately to the instructions of staff and other adults working in the school.
- To take care of property and the environment in and around the school.

- To cooperate with pupils and adults in all aspects of school life.
- To help formulate and comply with classroom rules.
- To move sensibly and quietly around the school.
- To share in celebrating the achievements of all members of the school community.

The role of parents

We aim to foster close links with parents and encourage their involvement in the school. Our 'open door' policy facilitates good communication and an awareness of the standards and expectations of our school.

We expect parents to:

- Work in partnership with us to encourage respect, hard work and good behaviour.
- Support the school's Behaviour Policy
- To ensure pupils attend school regularly and arrive on time.
- To inform school staff about anything that may affect pupil's work, behaviour and well-being at school.
- To offer help and support with learning at home, including the completion of homework.

Whole school strategies

Equal opportunities and inclusion

At Oak Cottage Primary, all children are treated with equal respect and fairness. All children will be made aware of the school expectations of behaviour and the consequences of not following them. Awareness is needed of children who might have particular needs and approaches, but there are no variations in expectations.

Learning and teaching

A positive classroom ethos with good relationships between staff and pupils can have a significant impact on the behaviour in school. Our staff undertake to plan a well-structured curriculum that meets the needs of individual children and actively involves them in their learning. High expectations are constantly reinforced and structured feedback and meaningful praise encourage good behaviour.

Our staff aim to maximise opportunities in the curriculum to foster and discuss aspects of behaviour. Particular opportunities lie within the PSHE curriculum but we also use "circle time" to develop social skills when appropriate. Assemblies also provide an opportunity for highlighting behaviour in school, appropriate or otherwise, and we celebrate good work and achievements on a weekly basis.

Environment

It is the shared responsibility of staff and pupils to take a pride in our school environment. We aim to ensure our accommodation is clean, bright and well maintained. The classrooms are welcoming, stimulating and well organised so that they are conducive to learning. All staff act as role models and encourage good practices, keeping the school clean, tidy and litter free. They also model positive ways to interact with others, such as in the ways they address and respond to each other and children. Likewise, parents and other people

working with the children should foster a caring attitude, encouraging respect and care for personal belongings, bags, PE kit etc.

Behaviour Curriculum

Definition

Rules and procedures should support children in achieving expected standards of behaviour. They should be positive, telling the children what they should do rather than what not to do and be consistently and fairly applied. After discussion with parents, teachers and children we have agreed that our school rules are:

Oak Cottage Golden Rules



Oak Cottage Golden Rules

Always do your best and take pride in all you do and in your appearance.

Treat others with respect.

Be kind, polite and helpful and remember to smile!

Look after school property and respect other people's possessions.

Listen carefully to each other.

Walk around school sensibly, showing consideration for others.

This behaviour is encouraged in every aspect of school life and we take every opportunity to recognise and praise good examples of it. We look to our older children to lead by example.

At the beginning of the year, each class uses these rules as a basis for negotiating their own Class Charter or rules. These class rules are then displayed in the classroom.

Behaviour is a prime concern during periods of whole school movement, e.g. entering / leaving school, going out / coming in from play.

Special care is needed particularly in: -

- ◆ The playground
- ◆ The cloakrooms
- ◆ The dining hall
- ◆ The corridors
- ◆ The safe use of resources

Children are encouraged to walk at all times when indoors, to keep to one side of congested areas such as corridors where possible, respect each other's personal space when queuing (for example at lunchtime) and to make their way around other areas in a sensible manner (see Golden Rules above). It is the responsibility of all staff to enforce and reinforce these expectations at all times.

Misbehaviour is where the Golden Rules have not been fully addressed, and is defined here as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Further to this, **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or harassment (see later section)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - pornographic material, including digitally stored material.
 - 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)

Children are not permitted to bring mobile phones into school.

Please see further information in the Mobile Device Policy.

Rewards

Our emphasis is on rewards to reinforce good behaviour as we believe that rewards help children to recognise that we value good behaviour, encourage them to repeat desired

behaviours and contribute to the development of the child's self-esteem and confidence. We use a variety of informal rewards, such as a smile or nod, as well as more formal rewards across the whole school.

We aim to reinforce positive behaviour by rewarding both academic and non-academic achievement in the form of: -

- ◆ Verbal praise and encouragement
- ◆ Positive comments on work
- ◆ Awarding additional responsibilities
- ◆ Achievement stamps
- ◆ Stickers for exemplary work and behaviour to promote celebration
- ◆ Class points (in KS2)
- ◆ Merit Awards and Certificates (FKS and KS1)
- ◆ Good work assemblies
- ◆ Cups, Trophies and certificates – weekly, termly, annually
- ◆ Letters / Certificates/ Postcards home to a parent.
- ◆ Individual pupil behaviour charts/ Catch Me cards

	Example behaviours	Initial response (e.g.)	Further actions
Golden rule behaviour	• Always follows the Golden Rules • Acts as a role model • Positive attitude towards learning	• Class points • Trophy assembly • Postcard home • Sticker • Praise	• Responsibility awarded • Nomination for lunchtime with headteacher (termly)

Sanctions

Although we aim to encourage good behaviour through the use of rewards, we recognise that there is a need for sanctions to register the disapproval of unacceptable behaviour.

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be relied on too heavily. At no time should the child be humiliated or 'put down' – in normal circumstances a quiet voice should be sufficient and shouting should be avoided. At all stages it is important to remind the child of the class and school rules and why what they are doing is unacceptable. Children must also be informed about the relationship between their behaviour and the likely consequences.

Individual members of staff use their professional discretion and will take into account particular circumstances when deciding upon the appropriate sanction. The child will always be made aware of a misdemeanour and given the opportunity to make amends, e.g. apologise to a child who has been hurt. In order to discourage unacceptable behaviour, the following sanctions are available:-

For misbehaviour during teaching time, a member of staff would follow the Graduated approach for misbehaviour

	<u>Example behaviours</u>	<u>Initial response (e.g.)</u>	<u>Further actions</u>
Misbehaviour	• Refusal or disrespectful behaviour (e.g. name calling) • Ignoring instructions • Verbal aggression (e.g. swearing) • Disruption • Minor damage to school or others property	• Reprimand in private (any adult) • Class teacher informed • Reflection time/ restorative conversation For or within any one occasion/ session/ lesson: 1. You will be given a verbal warning (in private if possible) 2. Your name will be noted 3. Your name will get a mark by it 4. You will be sent out of the classroom for a short 'Time Out' (less than 10 minutes) 5. You will be sent to a member of the Senior Leadership Team or Headteacher	• Structured time/ break/ lunch • Personalised timetable / Reduced timetable • Other reasonable adjustments

Being sent to a senior member of staff during lesson time constitutes a removal from lessons. Such a removal from lessons will be used to establish the circumstances of any incidents and to work with those involved to resolve the situation and prevent a recurrence. Any such removal will be for the minimum amount of time required for those involved to both become calm enough to return to their class and to reflect on the circumstances around the incident so that return to the class is appropriate and can be undertaken safely.

All removals will be recorded and monitored by senior leaders to identify patterns, need for support or potential disproportionate impact on groups of pupils.

Serious misbehaviour will always be referred to the Headteacher or, in their absence, to the Deputy Headteacher. In these circumstances, parents will be informed and liaison will take place, in order to seek a way forward. Reference will be made to the Graduated Approach:

	<u>Example behaviours</u>	<u>Initial response (e.g.)</u>	<u>Further actions</u>
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Serious misbehaviour	• Serious damage to property • Deliberate hurting of other children or staff • Persistent low-level behaviours • Persistent avoidance • Reacting with physical aggression • Absconding • Racist, sexist homophobic or ableist language	• Inform Headteacher/ SLT • Internal reflection • Parent/ carer informed • Parent carer meeting • Restorative conversation • Short term suspension/ internal exclusion	• Behaviour plan • Reintegration plan • Restorative conversation • Positive handling plan/ risk assessment • Single panel application • Reduced timetable
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As per the Graduated approach, **other sanctions** may be taken as appropriate e.g.:

- Loss of privilege e.g. playtime, or responsibility
- Restorative work related to incident or serious misbehaviour
- Withdrawal from school trips that are not essential
- Sanctions related to the serious misbehaviour e.g. cleaning graffiti off a table

During **Off Site School Trips** children who do not behave in accordance with the behaviour agreement that forms parental consent to such trips may be sanctioned by, for example:

- Placing under the direct supervision of the trip leader (teacher)
- Withdrawal from part/ all of the activities involved in the trip
- Removal from the trip and return to school (where appropriate and feasible)

Severe misbehaviour or Significant event

A member of the school leadership team may judge a behaviour incident to be 'Severe misbehaviour' or a 'Significant event'. For such incidents, the school leadership team will collaborate, wherever possible, to agree the most appropriate application of the graduated approach to be applied initially. There will also be a longer term reconciliation or intervention/ support process may be necessary.

	<u>Example behaviours</u>	<u>Initial response (e.g.)</u>	<u>Further actions</u>
Severe misbehaviour/ significant event	• Extreme significant event • Persistent significant events • Persistent serious misbehaviour • Targetted racist abuse, homophobic or ableist abuse • Bullying • Serious damage to or destruction of	• Longer term suspension • Reintegration plan • Multi agency support • Restorative conversation	• High needs team and wider multi-agency support • Permanent exclusion

	property		
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At playtimes, the following may be used:

- Give the children a reminder about the rules and expected behaviour
- Warn the child of the sanction that will follow if the behaviour continues
- Child required to take 'time out' in a designated area
- For repeated misbehaviour or more serious issues the child will be sent to the appropriate member of the Senior Leadership Team. The class teacher will be informed and the graduated approach applied.

Lunchtimes

The lunchtime supervisors are encouraged to build positive relationships with classes by offering a variety of different rewards and using strategies for good behaviour. Where poor behaviour occurs they are encouraged to hear both sides and deal with the specific behaviour with reference to the points above, reporting back to the class teacher as appropriate. Please also refer to the Guidance Notes for Lunchtime Supervisors.

At any point in either of the above processes, teachers may wish to involve parents so that they have an opportunity to come into school to discuss concerns and agree future actions. Staff may keep a Behaviour / Home School Liaison book to assist this process.

Suspension and Exclusion

In rare cases it may be necessary to exclude a child. The school will follow the most recent Department for Education Statutory guidance on Suspension and Permanent Exclusion for any case of suspension or permanent exclusion of a child.

<https://www.gov.uk/government/publications/school-exclusion>

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Following an investigation of any such misbehaviour by school staff, any sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Record keeping

Records are kept in school of both rewards and achievements and behaviour incidents that were referred to another teacher or member of senior staff.

- Rewards are recorded in such places as the Trophy assembly folder, Star Awards given in Good Work Assemblies, Class point rewards in KS2 and in children's books. Children are also often given certificates in whole school and key stage assemblies for activities held both in and out of school.
- Sanctions for misbehaviour given by the teacher that go beyond level 4 on 'Misbehaviour during teaching time' should be recorded by the teacher on MyConcern as a Behaviour Incident. Create the log and title the concern 'BEHAVIOUR: [detail]' to distinguish it from other concerns that may be active. If a child has reached this stage they will have been sent to a senior member of staff/ the Headteacher/ Deputy Headteacher so this should be noted as the action taken. Contact and any meetings with parents will be logged as part of this.
- A member of SLT responding to any serious or severe misbehaviour will record as above along with actions taken.
- Other forms of monitoring behaviour in school are used in an age-appropriate manner and might include behaviour sticker charts, behaviour books and home school books.

Support Systems and actions following a sanction

Internal support systems for individual pupils exhibiting behaviour that does not meet our expected standards may include:

- Restorative conversation(s)
- Use of a daily or weekly behaviour chart
- Catch Me cards and reward system
- Contact with and regular feedback to parents

- Peer mentoring
- Adult mentoring
- Intervention provision in school time aimed at social skills/ behaviour awareness

Occasionally outside help is needed and we are able to call on appropriate external agencies for further advice and guidance.

Restorative practice and conversations

Any incident of undesirable behaviour can be an opportunity for learning. To facilitate this we will make use of a structured restorative conversation (See Appendix 5) with an adult to promote self-reflection and personal learning. This will include considering the behaviour or incident, the impact and consequences of the behaviour and ways of making the situation better both at the time and in the future. Resources to enable children of all age to access the conversation fully are in (see Appendix 5).

Searching pupils

The head teacher and teaching staff may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. This may include items such as mobile phones. Please see the list above for other examples.

Consent is not required if the search is for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

For further information see the Physical Contact Including the Use of Reasonable Force Policy.

Use of reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the **Physical Contact Including the Use of Reasonable Force Policy**. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Confiscation

Staff can impose any reasonable penalty including confiscation, retention or disposal of a pupil's property. Confiscated property will be kept until it can be handed to a parent.

Beyond the school gate

In accordance with the DFE Behaviour and Discipline in Schools, the school has a statutory power to discipline pupils for misbehaving outside of school premises "to such extent as is reasonable". At Oak Cottage this includes misbehaviour when the pupil is:

- Taking part in any school organised or related activity.

- Travelling to or from school in school uniform or in some other way identifiable as a pupil from Oak Cottage Primary School.
- In extreme cases (e.g. cyber bullying), misbehaviour at any time which could have repercussions for the orderly running of the school.
- Posing a threat to another pupil or member of the public.
- Behaving in a manner which could adversely affect the reputation of the school.

Reasonable responses to instances such as this may include:

- Notifying a parent immediately
- Notifying a senior member of staff
- Logging details of the incident and pupil(s) involved and passing to a senior member of staff as soon as practically possible
- Notifying/ calling the Police

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account 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 co-operate 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. They may involve measures such as:

- 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 separation spaces (sensory zones and nurture areas) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Continuing Staff Development

All staff should participate in ongoing continuing professional development including the attendance at courses, talks and meetings. Behaviour should be a regular item on the agenda of staff meetings and Key Stage meetings when concerns and policy should be discussed. All new staff should be made aware of the school's values, and Behaviour policy. Regular monitoring and evaluation should occur as indicated in the School Improvement Plan.

Staff seeking support and development beyond this should approach their line manager.

Allegations

If an allegation is made against a member of staff the procedure in the 'Managing Allegations against Employees' policy will be followed. As part of this we will ensure the availability of regular ongoing communication and support to the employee both through external support (e.g. Occupational Health, Employee Assistance Programme) and regular review both during and after any investigation. Support will be balanced and take account of the particular nature of the allegation and the needs of the employee. It may well also be necessary to ensure consideration of the provision of ongoing support to the child or young person who is the centre of the allegation.

Transition

Between classes/ key stages:

- Handover sheet between class teachers concerned in July
- Record of formal rewards given (e.g: Trophies awarded in previous years, Star Awards received, areas of strength and achievement)
- Access to behaviour notes/ charts/ behaviour books/ home school books
- those kept by the class teacher where appropriate, including strategies deployed for managing poor behaviour if appropriate
- This information is shared with all adults working with pupils of concern at the beginning of the following academic year
- Children with specific needs might be supported by a TA/ transition sessions or materials and other outside agencies they may already be working with

For children leaving our school setting (including Year 6 to 7 transition):

- Transfer of pupil data to new setting and responses to any requests for information from the receiving school as appropriate
- Contact/ discussion/ references written by Year 6 teacher for Head of Year as requested
- SENCO meets with or contacts the SENCO at the destination school to discuss children with specific needs. This may also involve other outside agencies the child may already be working with

For children arriving at Oak Cottage:

- Transfer of pupil data from old setting and subsequent requests for information as appropriate
- All children arriving will be assigned a pupil buddy who helps orientate them with times, places and routines.
- Children with specific needs may be assigned a TA/ other adult to support them. The SENCO meets with parents of children with specific needs either shortly before or after the child comes on roll.

All children are re-familiarised with the Behaviour Policy and the Oak Cottage Golden Rules at the beginning of the academic year.

How We Approach Bullying – Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. There are two components in effective anti-bullying practice: prevention and reaction. We regularly discuss and consistently condemn bullying so that all staff and children are alert to signs that bullying is (or might be) taking place and are encouraged to report any incidents or concerns. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Pupils and parents will be assured that they will be supported when bullying is reported.

What Is Bullying?

Bullying is:

Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying may be prejudice-based and/or discriminatory and might involve behaviour such as:-

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	misuse of new technologies – sending spiteful texts on mobile phones, sending hurtful messages by email

Additionally, it may also include:

- disability-based bullying
- transphobic bullying
- faith-based bullying
- misogynistic behaviour

The school will not tolerate discrimination, harassment or victimisation related to protected characteristics under the Equality Act 2010.

In our school bullying does not include:

- One off aggressive acts on the spur of the moment

- Retaliation
- Accidental hurt caused through thoughtless acts or words

Signs and Symptoms

Although a child who shows one or more of these indicators is not necessarily being bullied but may be distressed for other reasons, children who are being bullied often display a variety of the following. Although this is not intended to be used as a checklist, adults should be aware of these possible signs and discuss them with staff if they are concerned:

- is frightened or unwilling to come to school
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- frequently feels ill in the morning
- begins to under-perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- displays personality changes
- is frightened to say what's wrong

Why is it Important to Respond to Bullying?

Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

The 'Oak Cottage Golden Rules' are displayed around school and are referred to in the different activities undertaken in the classroom to reinforce the message that bullying type behaviours are unacceptable, in or out of school.

Procedures

1. Allegations of bullying will be taken seriously and should be reported to the child's class teacher
2. The bullying behaviour or threats of bullying must be investigated and appropriate intervention taken – see Action Flow Chart (Appendix 1) and Incident Record (Appendix 2)
3. Where an incident is referred to the class teacher a log should be entered into MyConcern that covers all children involved. This will alert a senior member of staff.

Outcomes

1. The child who has been bullied is supported.
2. Anyone who bullies will be made aware of the consequences of their actions. It should be made clear to them that they are bullying and that their behaviour is unacceptable. The consequences that may take place are: the bully (bullies) will be asked to genuinely apologise, the bully may lose privileges, or in serious cases exclusion will be considered.
3. If possible, the pupils will be reconciled.

4. After the incident / incidents have been investigated and dealt with, each case will be monitored by the class teacher or other named adult to ensure repeated bullying does not take place.
5. An attempt will always be made to help the bully (bullies) change their behaviour. Pupils who bully may also need help and we have a responsibility to ensure we offer appropriate support so that those who bully can empathise with and relate more constructively to others
6. Access the services of other professionals, should the situation warrant it.

Prevention

We will use a range of methods for helping children to prevent bullying. These may include:

- Using circle time and school assemblies as a regular forum to remind all children that bullying is not tolerated in school. Everyone has the responsibility to tell someone if they witness any incidents of bullying.
- Agreeing and writing a set of school/class rules
- Use opportunities in the curriculum to explore issues around bullying
- Implementing the Jigsaw PSHE curriculum and materials so that we explicitly promote social, emotional and behavioural skills
- Building on friendship networks through our Peer Mediation programme
- Listening attentively to our pupils' concerns or complaints so that problems do not escalate. Children should feel that their views will be listened to, taken seriously and acted upon if appropriate
- Developing a range of peer support systems that can be utilised
- Providing professional development

Child on child abuse

Children who abuse other children

Children and young people who abuse others, including those who sexually abuse/offend, are often likely to have considerable needs themselves. They may pose a significant risk of harm to other children. They may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development, and may have committed other offences. Such children and young people are likely to be children in need, and some will in addition be suffering or at risk of significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such cases, the needs of such children should be considered separately to the needs of their victims. Consideration needs to be given to the fact that these children may have considerable unmet developmental needs as well as specific needs arising from their behaviour.

Please refer to the Child Protection policy (page 22) for further information.

Monitoring and Evaluating the Policy

This policy will be subject to on-going monitoring and evaluation, with staff INSET and termly reports to the Governing Body as appropriate.

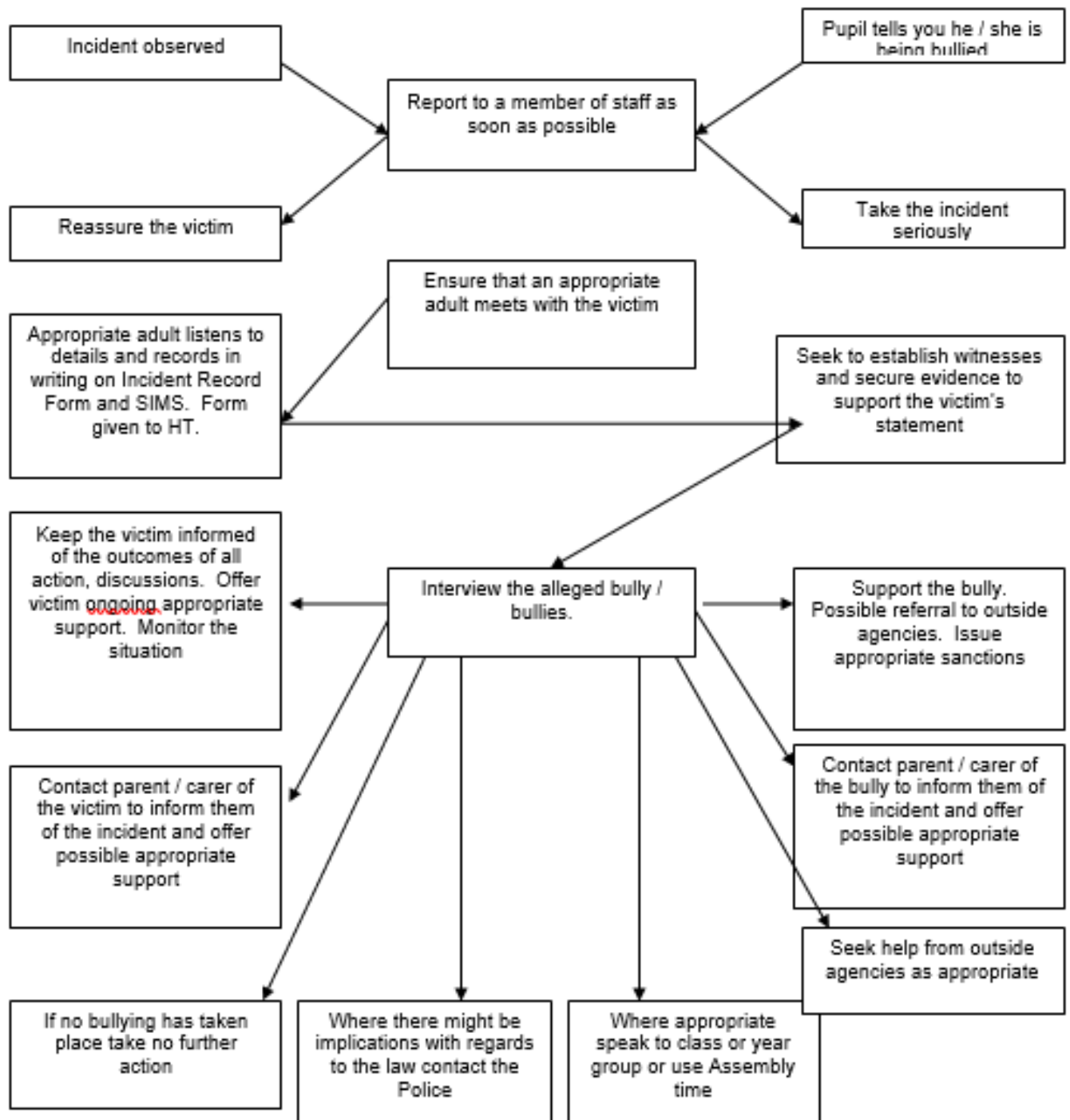
Communication

All staff, including supply staff, will receive a copy of the policy. A summary will be published in the school prospectus and the full policy will be published on the school website and available from the school office.

Policy revised Autumn term 2026

Approved by Governors 2025

Review date 2026

Action Flow Chart: Bullying incident**Appendix 1**

OAK COTTAGE PRIMARY SCHOOL

INCIDENT RECORD

Name of Child:	Date:
Pupils involved:	Type of incident: Name calling ☐ Being left out ☐ Threatening ☐ behaviour Physical violence ☐ Teasing ☐ Other ☐
Details of incident: (include time, place)	
Action:	
Details of subsequent action or follow up:	
Signed:	

Graduated approach

<u>Green</u>	<u>Example behaviours</u>	<u>Initial response</u>	<u>Further actions</u>
	• Always follows behaviour code • Acts as a role model • Positive attitude towards learning	• Class points • Trophy assembly • Postcard home • Sticker • Praise	• Responsibility awarded

	<u>Example behaviours</u>	<u>Initial response</u>	<u>Further actions</u>
Misbehaviour	• Refusal or disrespectful behaviour (e.g. name calling) • Ignoring instructions • Verbal aggression (e.g. swearing) • Disruption • Minor damage to school or others property	• Reprimand in private (any adult) • Class teacher informed • Reflection time/ restorative conversation	• Structured time/ break/ lunch • Personalised timetable • Other reasonable adjustments • Reduced timetable

<u>Red</u>	<u>Example behaviours</u>	<u>Initial response</u>	<u>Further actions</u>
Serious misbehaviour	• Serious damage to property • Hurting other children or staff • Persistent low-level behaviours • Persistent avoidance • Reacting with physical aggression • Absconding • Racist, homophobic or ableist language	• Inform SLT • Internal reflection • Parent/ carer informed • Parent carer meeting • Restorative conversation • Short term suspension/ internal exclusion	• Behaviour plan • Reintegration plan • Restorative conversation • Positive handling plan/ risk assessment • Single panel application • Reduced timetable

<u>Black</u>	<u>Example behaviours</u>	<u>Initial response</u>	<u>Further actions</u>
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Severe misbehaviour/ significant event	• Extreme significant event • Persistent significant events • Targetted racist abuse, homophobic or ableist abuse • Bullying • Serious damage to or destruction of property	• Longer term suspension • Reintegration plan • Multi agency support • Restorative conversation	• High needs team and wider multi-agency support • Permanent exclusion
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Behaviour procedure for significant or severe event

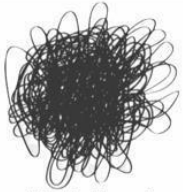
1. <u>Significant or severe event</u> A behaviour event occurs Member of SLT informed Logged on My Concern Parent/ carer informed of incident by SLT and informed of further investigation
2. <u>Investigation</u> Ask questions about the incident once the child is regulated Witness statements gained
<i>Graduated approach applied</i>
3. <u>Consequence</u> Agreed consequence to occur on the day of the initial event, wherever possible. Restorative conversation(s) Return to Graduated approach to consider further/ additional actions
4. <u>Closure</u> Parent/ carers, child or children and staff aware of incident and outcome. Debrief to be held if needed. Review period agreed if needed.

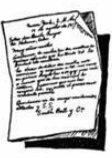
Restorative conversation template

Name: _____ **Date:** _____

Adult(s): _____

o What happened?
o What were you thinking and feeling at the time?
o What have you thought about it since?
o Who has been affected and in what way?
o How could things have been done differently?
o What do you think needs to happen to make things right? When?

 Broke something	 Scribbled on something	 Hurt someone	 Was unsafe	
 Something different	What happened? 		 Wasn't respectful	
 Destroyed my work	 Threw something	 Didn't listen to instructions	 Used negative language	
 Me	 A friend	 A teacher	 My class	 Other children
 My Dad	 Who has been affected?		 A group	
 My Mum	 My family	 Animals	 Community members	 Someone else

 Confused	 Worried	 Sad	 Excited	 Distracted
 Something different	 What were you feeling?			 Scared
 Angry	 Anxious	 Giggly	 Silly	 Fizzy
 Write it down	 Write a letter	 Talk with someone	 Say sorry to someone	 Fix something
 Have thinking time	 What needs to happen to put it right?			 Tidy Up/clean something
 Make a change	 Make a plan	 Practice	 Finish my work	 Something else

 Sad	 Sorry	 Guilty	 Ashamed	 Tired
 Fizzy				 Worried
 Calm	 Better	 Okay	 Something different	 Unsure
 Something else	 Ask to go outside	 Go to a calm space	 Get a fiddle toy	 Tell someone how I feel
 Count to 10				 Tell an adult
 Walk away	 Play with someone else	 Ask for help	 Make a change	 Take deep breaths