

Care, Aspire, Achieve

Alexandra Park Primary

Behaviour Policy

including Anti-Hate and Anti-Bullying



September 2026

Alexandra Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Behaviour Policy is based on our core values of Care, Aspire, Achieve and our three Behaviour Pillars which are:

- Positive relationships
- Consistent approaches
- Proactive approaches

These values and principles underpin our whole approach to how we view, interpret and positively manage behaviour throughout the school and are based on a Positive Behaviour Approach. We know that it is the school staff who create a positive culture for learning by modelling outstanding behaviour and showing that we care. Adults will always demonstrate calm behaviour and consistently be positive role models for the children. We will use consistent routines to encourage and model the positive behaviours we expect and to promote the children's learning behaviours. Our learning behaviours model is made explicit from nursery. These learning behaviours are promoted and reinforced to develop the children as self-regulated learners. Our school learning behaviours are Pride, Collaboration, Independence, Creativity, Curiosity and Determination. To support our children to do this, we have a Viking Awards system in place, and we have implemented a 3C Reflective Behaviour System. This stands for: Chance, Choice and Consequence.

Rewards

All members of staff are united in their consistent endeavour to reward positive behaviour and share the responsibility of praising the great behaviour around school. Throughout the school day we will use behaviour specific praise to encourage children to follow our expectations. We use the Viking Awards to reward the children for showing our school values of Care, Aspire, Achieve. Children work towards collecting stars for each school value.

When children achieve all five stars, the class teacher will give a badge as a reward. Other individual class rewards such as Dojo points, table points, prize boxes or stickers may be used by different classes to encourage children to demonstrate the positive behaviour we expect, reinforce the school values and develop positive learning behaviours.

Wellbeing and anti-bullying Councillors

Pupils who maintain high levels of positive behaviours may be chosen to have greater responsibilities in school as councillors, such as Wellbeing or Anti-bullying or Playground Councillors.

Sanctions

Our aim is to create a positive behaviour climate where all children feel a sense of belonging. We will always strive to deal with behaviour in an objective manner; we recognise that sometimes children will make mistakes but we will provide the encouragement, support and nurture to help them make right decisions. Adults will always try to use proactive strategies to try to correct low level behaviours before they escalate. Some examples of proactive strategies are below:

Self-regulation

- Children will be taught about self-regulation strategies linked to Zones of Regulation. The class may have whole class strategies or children may be supported to have different strategies at an individual level.

A Positive Distraction

- In the first instance, adults will try to distract the child from their negative behaviour choice by using a form of distraction such as asking a direct question to a child to re-engage them in their learning, reminding a child of previous positive choices and use non-verbal gestures.

It is inevitable, however, that in any school, some children will make the wrong decisions. In these cases, we do have a clear system with dealing with behaviour which is outlined below:

Chance, Choice and Consequence- The 3C's

Chance

The child is given a pre-warning and a chance to change their behaviour. Staff will remind children of the expected behaviour. It is also an opportunity at this point to remind pupils of earlier positive choices they made and the impact this had on their learning and that of others.

Choice

The child has had their pre-warning but has not changed their behaviour. They might have continued along the path of negative behaviour or the behaviour may have worsened. They are now given a clear choice: rectify their behaviour or receive a consequence stated by the teacher.

Consequence

The child has not responded to the warning and is continuing to behave in a way that is unacceptable. They will now receive a consequence for their actions. The consequences will differ depending on the type of behaviour shown and the age of the child. For example, children may be asked to move to a quieter place in the classroom to complete their learning or miss some of their playtime where they stay with a teacher. Where a child is missing playtime or lunchtime, this should be a very short period of 5 or 10 minutes.

There may be times when the behaviour is highly inappropriate and therefore will result in intervention from a senior leader such as completing missed work during play and lunchtimes or an Internal Exclusion. If further action is required, Senior Leadership will become involved. If this happens, the Senior Leaders will ensure that the class teacher has the opportunity to speak and reflect with the child on return to the classroom.

Consequences must be recorded under the Behaviour category as a C3 on CPOMS. Early Years and KS1 staff will alert the EYFS Phase Leader, Deputy Head and Headteacher. KS2 staff will alert the Assistant Headteacher and Headteacher. The class teacher will ensure that relevant incidents are put onto CPOMS and SLT will add 'actions' to any referred incidents that are forwarded to them.

Leadership will review CPOMS regularly. If a child continually has C3's recorded, staff will invite parents to come in and have a discussion about the type of behaviour that is being demonstrated and ways we at Alexandra Park Primary School, can support the child on their journey of positive behaviour at school. On agreement with the Headteacher or the Head of School, the child may be placed on a report card. This will be recorded on CPOMS and parents will be informed.

Early Years

EYFS will adopt the same 3C's for behaviour across the phase. The children will have visual prompts and discussions within lessons to ensure they understand and this will support the development of children at an early age.

Nursery and Reception

In Nursery and Reception visuals will be used to represent the 3 Cs. All staff will promote positive behaviour. Positive behaviour will be rewarded in a way in which reflects the age and stage of the children. This could be specific verbal praised linked to an observed behaviour, stickers, Have a Go Heroes, sharing with parents/carers and will include the whole school reward system linked to our school values.

Consequences will differ depending on the behaviour. All staff will use a stepped approach using the language and visuals of the 3 Cs. Where appropriate EYFS staff will invite parents to come in and have a discussion about the type of behaviour that is being demonstrated and ways we at Alexandra Park Primary School, can support the child on their journey of positive behaviour at school.

Report Cards

Children may be placed on report if they are consistently making poor behaviour choices. While on report, their behaviour will be monitored during every lesson, and they will meet with a member of the leadership team three times each day.

The report will be sent home daily to support communication between home and school, so we can work together to support the child. Both positive behaviour and behaviours that need improvement will be discussed.

Placing a child on report must be agreed with the Headteacher or Head of School. Parents will also be informed if a child is placed on report

Internal Exclusion

A child may be given an internal exclusion for serious or repeated poor behaviour. The Internal Exclusion will be supervised by a member of staff separately or will take place in an alternative classroom. Parents will be notified of an Internal Exclusion. At the end of an Internal Exclusion, a reflective conversation will be held between the child, class teacher, parents and a member of SLT.

Suspensions and permanent exclusions

A decision to suspend a child from school for a fixed period or permanently exclude a child, will only be decided by the Headteacher and taken if there are serious breaches of the school's behaviour policy. If a child's behaviour leads to a suspension or permanent exclusion, school will follow LA guidelines and parents will be kept informed of actions taken.

Exceptions

Where there is a significant behaviour incident, the level of consequence will be at the discretion of the headteacher. The reason for this will always be explained to the children and parents.

Targeted Approaches

We recognise that universal systems do not always meet the needs of all children. For children who display more challenging behaviour, our approach will be adapted to meet their needs. This does not mean that expectations for individual children are reduced, but rather that we add proactive scaffolds, interventions and individualised strategies to support the child. Strategies may include targets on a SEND plan, a Behaviour Report Card or a My Plan. These will detail specific behaviours, strategies and consequences to ensure a consistent and fair approach by all staff who interact with this child. The plan will be shared with all necessary adults, parents/carers and where appropriate the child, in order to support them and prevent the need for an exclusion.

Lunchtimes

All adults will use a positive behaviour approach to resolve any minor issues. Lunchtime staff will understand and use the 3C reflective behaviour system of the school and will implement the same standards and expectations that we are proud of at Alexandra Park Primary School. Members of SLT will be available for further support each day. The class teacher will ensure that relevant incidents are put onto CPOMS and SLT will add 'actions' to any referred incidents that are forwarded to them.

A 'Kind Hands' expectation is in place which means that children are not allowed to play roughly with other children e.g. by grabbing them. This will be explained to the children through assemblies and circle time in classes. All staff on duty are to constantly remind children and reinforce this rule. If children continue to break this expectation, then the 3C's reflective behaviour system will be followed.

Zones of Regulation

At Alexandra Park Primary School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families and all staff are trained in Zones of Regulation. We aim to create an open culture around the discussion of

mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

Zones of Regulation is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. This aims to help children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.

Pastoral Support Programmes / Inclusion Service /

If a child needs more support with their behaviour, then they will be given additional support by the class teacher, TAs or the SENCO or other members of SLT. This support will be evidenced on a child's SEND Support Plan or on a One Page Profile or a 'My Plan'. These plans will set targets which are SMART (Specific, Measurable, Achievable, Realistic, Time limited). The SENCO will maintain details of these plans.

The Inclusion Service may also be involved with individual pupils / groups / classes. The Inclusion Teacher will be informed by the SENCO of any pupil concerns. This may lead to:

- informal pupil observation
- formulation of a My Plan addressing concerns
- formal observation by the Inclusion Teacher
- provision of teaching programme/ extra support (if appropriate)

During this process parents will be kept fully informed at all times.

Care and Control – Positive Handling

There are occasions when the restraint of pupils is necessary. Teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils, may use reasonable force to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which has a negative impact on maintaining good behaviour and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

School staff are authorised to use reasonable force to control or restrain pupils should the need occur. The school adheres to guidance given in Stockport Local Authority's 'Care and Control' document (March 2021) on the care and control of pupils. This policy is available on

request. Reference should also be made to our Physical Restraint and reasonable Force Policy.

Where necessary, My Plans, which are positive handling plans, will be created for those children who require additional support. A 'Physical Intervention Reporting Form' must be used to record each instance.

Searching a child

If an event arises where a child needs to be searched, this will be agreed by the headteacher and will comply with the DfE 'Searching, screening and confiscation at school' guidance.

Risk Assessment for Challenging Behaviours

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risks, protect pupils and staff, and to exercise the school's 'Duty of Care'.

This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils and staff. If further action or strategies are identified in the risk assessment process, the school will act to implement these in order to safeguard pupils and other members of the school community.

Monitoring, Evaluation and Review

The school monitors behaviour incidents in order to identify issues and trends in terms of:

- type of incident
- critical days/times in the week
- critical places within/outside school
- pupils involved
- profile of pupils involved (ethnicity, age, gender, SEN, LAC status)
- outcomes

The school evaluated its behaviour policy against key improvement objectives which include:

- improvement of individual behaviour
- general behaviour patterns
- balance in the use of rewards and sanctions
- staff support and training needs
- curriculum access and academic progress
- equal opportunities
- behaviour management trends over time
- effectiveness of the policy in encouraging positive behaviours

The use of rewards, sanctions, exclusions and referrals to support services will be monitored in relation to race, ethnicity, gender, disability, SEND and Looked After status and any patterns revealed will be analysed and addressed as appropriate.

Anti-Hate

At Alexandra Park Primary School, we believe that every child and adult has the right to learn, work, and play in an environment where they feel safe, respected, and valued. We are committed to creating an inclusive school where diversity is celebrated and discrimination of any kind is not tolerated.

When hate or prejudice-related incidents occur, we respond with care, consistency, and purpose. Our approach is rooted in education and understanding, not blame or shame. We follow the principle of **"call in before call out"** — we seek to educate first and sanction second, ensuring that all involved learn from the experience and relationships are restored where possible.

Aims

This policy aims to:

- € Ensure all hate or prejudice-related incidents are dealt with swiftly, fairly, and appropriately.
- € Prioritise the safety and wellbeing of the target.
- € Help the perpetrator understand and change their behaviour.
- € Ensure all incidents are recorded and reported accurately.
- € Communicate effectively with parents, carers, and the Local Authority.
- € Promote a whole-school culture of inclusion, empathy, and respect.

Definitions

Hate Incident

A *hate incident* is defined as:

"Any non-crime incident which is perceived by the target or any other person to be motivated by hostility or prejudice based on one or more of the following characteristics:"

- € **Ethnicity/Race** – hostility or prejudice based on ethnic origin, skin colour, nationality, culture, or language.
- € **Religion/Faith/Belief** – hostility or prejudice based on religion, faith, or belief.
- € **Sexual Orientation** – hostility or prejudice based on another person's sexuality or perceived sexuality.
- € **Disability/SEN** – hostility or prejudice based on actual or perceived disability, special educational needs, or health condition.

£ **Gender Identity** – hostility or prejudice based on gender identity, for example being transgender, perceived to be transgender, or not conforming to gender norms or stereotypes.

Although referred to as “hate” incidents, the perpetrator does not have to be motivated by *hate*; it is sufficient that they display hostility or prejudice.

Racist Incidents

Schools are required to use the following definition for recording and responding to racist incidents:

“Any incident which is perceived to be racist by the victim or any other person.” (*Stephen Lawrence Inquiry Report, 1999*)

The Home Office Code of Practice explains that “the purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis”.

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally using CPOMS in the school.

By recording all incidents, the school is able to:

- £ Demonstrate that incidents have been dealt with satisfactorily.
- £ Monitor trends and patterns of behaviour where they exist.
- £ Take preventative action against racism which may come into the school from society in general.
- £ Provide good educational responses to any behaviour that is of concern.

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded, and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above, the school will seek to establish whether any behaviour, language, or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group, or religion.

In some incidents it may be found that the motivation was to cause harm or offence; in others it may have been unintentional — but both will still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger children may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to targets as overt racism. Children may also see misinterpret motives or intent when language is acceptable but misunderstood. Wherever offence is caused, it needs to be understood and resolved — and where it concerns colour, culture, ethnicity, or religion, it will be recorded as a racist incident.

It should also be noted that under the prescribed definition, racist incidents can occur without a target or target being present (for example, telling a racist joke or making derogatory remarks about a particular ethnic community). Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity, or religion. Where such an allegation is made, this too will be recorded and investigated as a racist incident.

Racist incidents may include (but are not limited to):

- ✘ Threatened or actual physical assault
- ✘ Verbal abuse
- ✘ Racist graffiti (on school property or books)
- ✘ Distributing racist literature, including internet links
- ✘ Wearing badges or symbols of known racist organisations
- ✘ Name calling
- ✘ Teasing in relation to language, religion, or cultural background
- ✘ Expressions of prejudice intended to offend or influence others
- ✘ Intimidation or isolation
- ✘ Spreading rumours
- ✘ Inappropriate or hurtful humour

This policy aligns with the school's Anti-Bullying Policy and complies with all legal requirements for identifying and responding to racist incident

Guiding Principles

Our response to all hate or prejudice-related incidents is underpinned by the following principles:

- ✘ Education before punishment: Children are learners; our role is to teach, guide, and model inclusive behaviour.
- ✘ Restorative justice: Focus on repairing harm and restoring relationships.
- ✘ Target support: Prioritise safety, voice, and empowerment.
- ✘ Fairness and proportionality: Each case is considered individually.
- ✘ Transparency: Parents and carers are informed and involved.

Procedures for Responding to a Hate or Racist Incident

Step 1: Reporting and Initial Response

- ✘ Any member of staff who witnesses or receives a report of a hate incident must treat it seriously.
- ✘ Basic details should be recorded immediately and shared with a member of SLT.
- ✘ The **target** should be reassured and supported, with arrangements made to ensure they feel safe.
- ✘ The **perpetrator** should not be confronted publicly; discussions should happen privately and calmly.

Step 2: Initial “Call-In” Conversation

- The member of SLT will speak separately to the children involved.
- The purpose is to understand what happened and encourage reflection, not to assign blame.
- For **infant children**, staff may use stories, puppets, or visuals to explore kindness, fairness, and feelings.
- For **junior children**, discussions may include understanding intent, impact, stereotypes, and empathy.

Example reflective prompts:

- ✘ “What happened?”
- ✘ “Why do you think that was hurtful?”
- ✘ “What could you do differently next time?”

If appropriate and safe, a **restorative conversation** may follow to repair relationships.

Step 3: Investigation

If the situation is complex or serious:

- ✘ The Headteacher or DSL will gather statements and review what happened.
- ✘ Witnesses may be spoken to.
- ✘ Both the target and perpetrator will continue to receive support.
- ✘ Parents/carers of both pupils will be informed that an investigation is underway.

Step 4: Decision and Response

After gathering the facts, the Headteacher will determine whether the behaviour constitutes a racist or prejudice-related incident.

For a first or less severe incident, the response will focus on **education and reflection**, for example:

- ✘ Guided discussion with a senior leader.

- £ Reading or class-based work on kindness, difference, and respect.
- £ Writing or verbal apology to the affected pupil.
- £ Circle time or PSHE session to reinforce learning.

For repeated or serious incidents, the educational response will be combined with sanctions such as:

- £ Formal written warning.
- £ Internal exclusion or fixed-term suspension (in extreme or repeated cases).

All actions and outcomes will be recorded on CPOMS.

Step 5: Communication with Parents and Carers

- £ Parents/carers of both the target and perpetrator will be informed of the incident and the school's response.
- £ The purpose of communication is to reassure, explain, and promote understanding.
- £ Where appropriate, a follow-up meeting will be offered to both families.
- £ Written confirmation of actions and outcomes will be provided.

All hate incidents will be reported to the **Local Authority**, in line with statutory guidance.

Step 6: Follow-Up and Monitoring

- £ The **target** will be checked in with regularly to ensure they feel supported and safe.
- £ The **perpetrator** will receive ongoing guidance to reinforce learning and monitor improvement.
- £ Any further incidents will lead to escalation of sanctions.
- £ All records will be reviewed termly to monitor patterns and ensure consistent practice.

Whole-School Prevention

Preventing hate is a shared responsibility. We actively promote equality and inclusion through:

- £ A curriculum that reflects and celebrates diversity.
- £ Assemblies and PSHE sessions focused on respect, kindness, and belonging.
- £ Staff training on unconscious bias, cultural awareness, and restorative practice.
- £ Pupil voice activities, such as School Council or Anti-bullying Ambassadors.
- £ Half termly review of data, reported to governors, to identify patterns and training needs.

Support for Targets and Perpetrators

Target support may include:

- £ Regular check-ins with a trusted adult.
- £ Time and space to talk about feelings.
- £ Restorative conversations (if appropriate).
- £ Additional pastoral or counselling support.

Perpetrator support may include

- £ Reflection and learning activities.
- £ Restorative meetings or community work.
- £ Targeted PSHE or mentoring support.
- £ Monitoring through a behaviour or support plan.

Resources

Staff may use the following resources to support education and reflection:

Infants

- £ *Elmer* by David McKee
- £ *The Same but Different Too* by Karl Newson
- £ [Anti-Bullying Alliance Early Years Toolkit](#)

Juniors

- £ *The Proudest Blue* by Ibtihaj Muhammad
- £ [Race and Racism \(Usborne Understanding Series\)](#)
- £ [Educate Against Hate KS2 resources](#)

Monitoring and Review

- £ The Headteacher will review all hate incidents each half term
- £ An anonymised summary will be shared with governors.
- £ The school will report incidents to the Local Authority as required.
- £ The policy will be reviewed annually to ensure effectiveness and compliance with guidance.

Conclusion

This policy reflects Alexandra Park Primary School's belief that children learn best in a community built on respect, empathy, and equality. By responding to hate and prejudice-related incidents through education, communication, and care, we ensure that every child

feels valued — and that every incident becomes an opportunity for growth and understanding.

Anti-Bullying

At Alexandra Park Primary school, we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

Our aim is that all pupils **care** and are **cared for**, and that they **aspire and achieve**. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, including, but not restricted to, minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Who is bullied?

We acknowledge that bullying takes many forms and may include relationships, intimate relationships, online or face-face. Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group. A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

We work closely in school to identify particularly vulnerable groups, including minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Equality Act 2010

As a school we refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Below are some factors that can make people vulnerable:

Some groups of children and young people are understood to more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted), including those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs/a disability
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school mid term
- from the LGBTQ+ community or those who may be exploring their gender identity
- have English as a second language
- are young carers
- have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

Categories of Bullying

There are a number of bullying behaviours that can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages, shaming people online, encouraging people to self-harm, creating fake accounts.
- Emotional – threatening or humiliating
- Exclusion – isolating individuals and controlling behaviour
- Parental incitement

Hate Crime

Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability.

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

Peer-on-Peer abuse

Children and young people who harm others (also referred to as Peer-on peer abuse):

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case-by-case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, or bi-phobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situations
- Related to another vulnerable group of people

No form of bullying will be accepted and all incidents will be taken seriously

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on CPOMS and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Possible indicators of Bullying

We recognise that the following behaviours may suggest someone is being bullied or is bullying.

However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children

- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity including not wanting to talk about it or share experiences
- shows evidence of self-harming or suicidal ideology
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

School initiatives to prevent and tackle bullying

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

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- A child-friendly anti-bullying policy [Insert where available, for example displayed in classrooms or in pupil planners] ensures all pupils understand and support the anti-bullying policy
- The PSHE programme of study (Jigsaw) includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Diversity and inclusivity are continually celebrated across the school through all our work including our curriculum, displays, books and images. The whole school may participate in events including Anti-Bullying Week, Black History Month and Safer Internet Day
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school

- Restorative Approaches and Zones of Regulation provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Wellbeing leads and Pupil-led programmes offer support to all pupils, including those who may have been the target of bullying

Reporting – roles and responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is understood and followed by all members of the school community and ensures the school upholds its duty to promote the safety and well-being of all young people.

STAFF:

All school staff and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they **must** reassure the pupils involved and inform relevant staff in line with school guidance. All incidents of bullying must be reported to SLT.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Dealing with an Incident

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

- Staff will investigate and record the incident centrally on CPOMs

Restorative meetings should be offered for any incident.

- Designated school staff will monitor information recorded on CPOMs and analyse and evaluate the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with all parties to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may involve a restorative meeting. Action plans will make use of school initiatives such as mentors, buddy systems and lunchtime monitoring.
- Staff will proactively respond to these plans, with all parties possibly requiring support and work with other colleagues as appropriate.

- Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise

Bullying outside of school

Bullying is unacceptable and will not be tolerated. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact pupils' well-being beyond the school day.

School will use their support systems and sanctions procedures when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

Training and Awareness

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, site staff, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

Recording and Reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. We record on CPOMS. Termly feedback is made available for governors via the Headteacher report.

All staff and volunteers will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils

We believe that this policy underpins the wellbeing of school life at Alexandra Park. The success of this policy is vital to the overall success of the school. Behaviour, bullying, physical interventions and racist incidents are reported to the Governing Body each term as part of the Headteacher Report to Governors.

