



FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Good Behaviour and Anti-Bullying Policy

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Farnworth Church of England Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

Our Ethos

'At Farnworth, we all grow together and we all have a voice. As a faith community, we are inspired by God to be our best - to be good people who see and celebrate the goodness in others too. Our gifts and talents are nurtured and we are valued and cared for in a community filled with love and the hope that as followers of Jesus, we can bring his light to the world. Here we learn, laugh and love as our lives are shaped by our values, our faith and our experiences together - ready for the journey ahead.'

Farnworth Church of England Primary School is committed to safeguarding and promoting the welfare and safety of all children and expects all staff and volunteers to share in this commitment.



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Related Policies:

This policy is part of a whole school strategy to promote the inclusion of, and effective learning for, all pupils and should be read in conjunction with the following policies:

- Confidentiality
- Data Protection
- Exclusions
- Equality
- Positive Handling
- Pupil Premium
- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Supporting Pupils with Medical Conditions

1. Our Vision and Values



“If we walk in the light as He is in the light, we have fellowship with one another.” (John 1:7)



2. Policy Aims

1. To develop a whole school behaviour policy, supported and adhered to by the entire school community – parents and carers, staff, children, governors and visitors - based on a sense of community and shared values.
2. By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe, supportive and happy environment.
3. To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
4. To instil good behaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish poor behaviour.

3. We promote good behaviour by:

- ✓ Supporting the needs of all of our pupils
- ✓ Offering a broad, balanced and rich curriculum that is well organised, exciting and stimulating
- ✓ Understanding that interest, enthusiasm, opportunities for creativity and quality first teaching underpin all behaviour in school
- ✓ Being aware of the language we use and using language to challenge behaviour in a careful and considered way
- ✓ Supporting children in and expecting them to repair and restore situations where their behaviour has caused damage, upset or disruption
- ✓ Teaching and modelling appropriate and respectful behaviour in school
- ✓ Teaching children how they learn and how to show good learning behaviour
- ✓ Following procedures that are consistent throughout the whole school and are fully understood by children, teachers, parents and non-teaching staff
- ✓ Affirming and rewarding good behaviour
- ✓ Challenging and sanctioning poor behaviour

4. General good behaviour expectations

In the classroom the children should be:

- a. Tidy
- b. Industrious
- c. Respectful
- d. Attentive
- e. Co-operative
- f. Courteous

However, our aim is to avoid children linking 'good' behaviour simply with compliance or being quiet. Positive learning behaviour includes a level of engagement and an enquiring, lively mind. It is reflected in learners who display self-assurance, pride and confidence in their learning.

Collective Worship / Assemblies

The children should enter and leave the hall in a respectful and a safe manner.

Lunchtime

The children should enter and leave the hall/classrooms in a respectful and a safe manner.

Movement

Safe movement is essential inside and outside the school.

Walking, not running, is required at all times inside the school building.

The children should walk on the left-hand side of the corridors in single file at all times.

Good Manners

Good manners should be insisted upon and modelled at all times.

5. Playtime behaviour

In order to ensure a high standard of behaviour during playtime the following should be observed.

1. The members of staff on duty should dismiss their classes promptly and ensure that they themselves are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless by prior agreement and under supervision.
3. The members of staff on duty should keep a close eye on children and pro-actively manage behaviour to avoid possible problems.
4. Behaviour problems should be dealt with according to school procedures.
5. At the end of play the children stand quietly and still on hearing the first whistle, and then walk in quietly when instructed to by the adult.
6. Teachers must be back in their classrooms by the end of break unless on duty.
7. Children should walk back into their classrooms quietly and in a safe manner.

6. Playground rules

1. Children must stay in the playground and on view to the members of staff on duty.
2. Children are only allowed on the field if permission has been given.
3. All litter must be placed in bins.

7. REWARDS

House points

The aim of the house points system is to encourage positive attitudes to work, high standards, good manners and behaviour, initiative, and a sense of responsibility. Above all, it is intended to instil a team ethos where all are mutually supportive of each other.

Points should be awarded to reward pupils for good work and good behaviour.

Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation.

House points are also used to encourage good behaviour and co-operation in group situations.

A record must be kept in class of points scored by each house. This will enable awards to be given at the end of each half term. It is up to the discretion of the teachers as to how this is recorded.

House points will be collected on a Friday morning by two monitors with totals to be announced during Friday afternoon celebration assembly and the winning team celebrated, culminating in the award of a half termly non-uniform day.

Star of the Week

Each class' Star of the Week will be awarded during Friday afternoon's celebration assembly. An award book will be placed in the staff room on Friday mornings. Teachers should write down the name of one/two child(ren) in the Star of the Week book who they feel deserve recognition.

Values Champions

At Farnworth, our values are very important to the personal development of each child. Each half term the school focuses on one of our values and the teachers will nominate two children at the end of the half term who are role models for this value. These children will be awarded their own non-uniform day.

Head teacher's Award

Pupils can be sent to the head teacher to receive a head teacher's award, which is supplemented by a text message home. This may be for good behaviour or work. If a child is sent to the head teacher on three separate occasions, they receive a 'Learning Champion' badge (this recognises behaviour for learning as well as academic progress / achievement).

In addition to the above, it is very important that the positive aspects of praise and reward should have a great emphasis.

1. Commendations can and should be entered in exercise books and workbooks.
2. Recognition can be given to success of differing kinds in assemblies, class time and lunchtime.
3. Pupils' work can/should be displayed as much as possible.
4. Above all, praise and encouragement in lessons/lunchtime should be used as much as possible.

8. Consequences

Section 4 details our minimum behavioural expectations. It is expected that all children will consistently display these behaviours.

At Farnworth CE Primary School we encourage and nurture good behaviour and respect for ourselves and others.

Our school's rewards and sanctions include the 'Sunshine System' which operates in Reception. Each child has their name or photograph on the 'sunshine'. If the child doesn't follow the school and class promises, they will receive two warnings before their name/photograph is moved to the 'thinking cloud' and they will be asked to sit to reflect on how they could improve their behaviour. If a child seriously hurts another child or is rude/disrespectful to an adult then s/he will move their name/photograph to the 'thunder cloud' and will be taken to a member of the senior leadership team. During the day, a child whose name/photograph has been moved can have their name/photograph moved back to the 'sunshine' by displaying improved behaviour and attitude. At the start of each day, all names/photographs are returned to the sunshine.

Children in Key Stages 1 and 2 who do not follow the school rules will receive the following sanctions from all staff:

- Verbal Warning - it will be made clear that it is the behaviour and not the child that is unacceptable and this will be discussed with them.
- If the child repeats this behaviour following this verbal warning, the child will be spoken to again and receive a sanction. The sanction will be missing five minutes of their next break-time. This sanction could be increased if the child continues to repeat this unacceptable behaviour.
- If the behaviour does not improve, following the implementation of the sanctions, the pupil will be sent to a member of the SLT in the order set out below.
- If a child behaves aggressively and hurts another child or is intentionally rude / disrespectful to an adult, then the child will be sent immediately to members of the SLT in the order set

out below:

1. Key Stage Assistant Head teachers – the class teacher must inform parents / carers that this measure has been taken. The sanction will vary depending on the nature of the behaviour and will be decided between the class teacher and relevant assistant head. This can include a discussion about how to improve behaviour, or a playtime or dinnertime detention. Assistant Head teachers will log all such instances and monitor patterns on CPOMS.
2. Deputy Head teacher – behaviour has not improved as a result of parent being informed and intervention of assistant head teacher.
3. Head teacher, name recorded electronically in the child's file (CPOMS Behaviour Management). The Head teacher may also place the child on report for 5 / 10 days.

9. Socially inappropriate language and or behaviour

Under no circumstance will school staff tolerate any language or action which is deemed to fall in to the category of sexual violence, sexual harassment, homophobic, racism, ageism, gender, disability, race/ethnicity, religion/belief, sexual orientation, transgender, pregnancy/maternity or marital/civil partnership status. Staff will challenge any language or action which is heard/witnessed/reported to them and, if after investigation, inform the child/children's parents of the incident and any imposed consequences. All such incidents will be recorded on CPOMS.

10. Pupil exclusions (please also see Exclusions policy)

At Farnworth CE we firmly believe that all children have a right to learn. This means that if a child is making it impossible for a teacher to teach or others to learn, and in-class strategies have been attempted, they will be removed from the lesson until the situation can be resolved in some way. Exclusion will be used only as the last resort. By keeping parents and carers informed, supporting and involving them when problems arise, we aim to prevent the escalation of poor behaviour.

Exclusion may be internal (excluded from the class or group) or external (excluded from school). We inform parents if children are being asked to leave their class on a more regular basis. All forms of exclusions will be reported on CPOMS.

Possible reasons for exclusion:

- Bringing the reputation of the school into disrepute, for example vandalism, or verbally abusing members of staff, including in front of parents or other members of the community.
- Serious or persistent physical attacks on children.
- Serious or persistent bullying.
- Serious or persistent disruption to any learning including refusing to leave a classroom when asked.
- Acts of deliberate physical violence will result in exclusion. If attacks are serious or repeated the head teacher will seek to permanently exclude the child.
- Persistent stealing from school or individual members of the school community.
- Deliberate vandalism or damaging of school property or equipment.
- Serious or persistent verbal abuse of members of the school community.
- Behaving in such a way that staff have to regularly use restraint or force to control situations.
- Serious or persistent racist abuse and or sexualised language or threats will result in a fixed-term exclusion. If abuse or threats continue after exclusions the head will seek to permanently exclude.

A CARE Plan (Children At Risk of Exclusion) will be drawn up for any child whose behaviour puts him/her at risk of permanent exclusion (In line with HBC Protocols, CARE plans are not used for children with EHC Plans). Parents/carers and the child will be involved. The CARE Plan will be subject to regular review. A CARE Plan will outline the responsibilities of the school, child, parents/carers and other agencies as appropriate. All are expected to implement any actions

agreed fully.

11. Bullying

Bullying involves any behaviour which includes intent to harm. Harm is defined as physical and emotional harm. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we aim to act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All reported incidents of bullying are investigated and recorded electronically by the Head teacher using CPOMS Behaviour Management. The frequency of these incidents are reported on a termly basis to the Full Governing Body (see also Appendix 1: Prejudiced Bullying – Guidance for Schools).

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. All children involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. We recognise the importance of supporting all children involved to make sure the bullying doesn't continue, and effects can be minimised.

If a child is bullying another child in his or her class we may, for a fixed period, move the perpetrator out of the class enabling the child being bullied to feel safe in school and therefore able to learn. Bullying can result in the perpetrator spending playtime and lunchtime indoors, enabling all children to feel safe and happy outside. In all incidents of bullying we offer to support both the victim and the bully and actively seek their views in resolving the situation.

12. Equal opportunities

Equality does not involve all children being rewarded for the same things; they are rewarded for things that are significant for them. Some children need rewards for minor improvements as every child needs to feel valued and their efforts appreciated. We understand that consistently 'well behaved' and well-mannered children are getting rewards all the time: enjoying their learning, succeeding, enjoying successful relationships with the adults and children. For this reason, it is fair that children are not all rewarded for the same thing in the same way, this is how we keep behaviour and discipline fair for all and enable all to succeed.

13. Children with special educational needs or disabilities:

At Farnworth CE we recognise our duties under the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice and understand that a pupil's disability may make it harder for them to comply with this policy than other pupils who do not have additional needs or are not disabled. There may be certain situations where different procedures need to be put in place to support pupils who have difficulties working under our universal behavioural system, or for whom this system is not appropriate. In this case, the teacher, along with the SENDCo, will develop a supportive behavioural plan/system with the child and which will be shared with parents/carers, to enable the child's needs to be met.

Some children may need some teaching / resources that are additional and different to their peers:

- A short course in anger management
- Sessions to promote children's ability to manage their impulses
- Brain gym, a stress ball or other way of fidgeting which doesn't disturb other people
- Access to a safe place where children can go when they are going to disrupt the class by remaining
- Children with specific behavioural difficulties (e.g. autism) may need alternative activities to situations which will cause them distress such as some types of group work
- Very young children who are occasionally aggressive with their teacher during the first term will not

usually be excluded.

- Meditation is offered to pupils who may have issues with controlling their emotions
- Use of the quiet garden

In addition, evidence shows that children and young people with special educational needs and disabilities (SEND) are significantly more likely to be bullied or victimised than those who don't have any SEND.

At Farnworth CE we aim to overcome this by:

- improving SEND practice in school through early identification of SEND and vulnerable children's needs
- early intervention through support for children, teachers, parents and carers
- disseminating information to the wider sector
- ensuring our training and resources are influenced and informed by children and young people with SEND themselves and specialist teacher support

14. Support for staff

Promoting positive behaviour and managing poor behaviour can be the most difficult aspect of an individual's job. Behaviour management is a whole school issue and the responsibility of every adult working (paid or otherwise) in school. We expect all adults to be treated with equality and respect. If any adult experiences difficulties in managing and supporting an individual child's, group's, or class' behaviour they must seek the support of a senior member of staff (usually the deputy head / SENDCO or head teacher). It is the responsibility of every adult in school to ensure that they can support positive behaviour and deal with poor behaviour in line with school policy.

Senior members of staff have responsibility for ensuring that every adult in school is able to promote positive behaviour and deal with poor behaviour. Staff employed at school may implement the same sanctions as teachers (loss of play time, seeing a senior member of staff). Unpaid staff should refer to the class teacher for support.

The staff at the school should be treated with respect and courtesy. If a child makes a malicious accusation or physical assault against a member of staff they will face the following sanctions depending on the severity of the incident:

- Missing break time
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Removal from the class with learning taking place in isolation for a limited period.
- Temporary or permanent exclusion

Parents will be informed immediately about their child's behaviour and informed of the future consequences if the behaviour is repeated.

15. Positive handling and use of reasonable force

All members of school staff have a legal power to use reasonable force. At Farnworth CE Primary reasonable force should be used when a child is:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil them self)

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.
- It is considered a duty of care for staff to intervene, if necessary, to prevent injury or damage to a child or property.

Usually we are aware of children who may behave in any of the above ways before an incident takes place in which case a Support Plan is drawn up and shared and signed by parents or carers.

The use of force as a punishment is unlawful and **will not** be used.

The actions that we take are in line with government guidelines on the positive handling of children and the appropriate positive handling form is completed. See guidelines and policy for Positive Handling of Pupils.

16. Confiscation of property

The staff have the legal powers to confiscate property from children under the following guidelines

- The general power to discipline enables a member of staff to confiscate and retain a child's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The property will always be returned to the pupil within 24 hours of it being confiscated. If the item is confiscated on a residential trip, it may be returned at the end of the visit if appropriate.
- Power to search without consent for "prohibited items" set out in the guidance document 'Screening, Searching and Confiscation' on the Department of Education website. All staff must obtain guidance and support from the deputy or head teacher before carrying out a search without consent.

17. Use of social networking sites

Children will not be allowed to access social networking sites during the school day. Any Year 6 children with mobile phones must hand them into the class teacher at the beginning of the school day. The phones must be switched off and kept in the class safe until home-time. Failure to follow this guidance will result in the child not being able to bring their mobile phone into school at all.

Although no children under the age of 13 should be accessing social networking sites, the school is aware that children do access these sites with or without their parent's permission. If the school is made aware that children are behaving inappropriately on social media outside school, the school will take the following action:

- Inform the parents/carers and make it clear that they have to ensure that they deal with the issue and put in place actions to make sure it does not happen again.
- Speak to the child in school and inform them that further action will be taken in school if they repeat this inappropriate behaviour.
- Reinforce key messages within life and the IT curriculum with the children about how to stay safe on-line and be respectful to others at all times.

The school will escalate their response to a serious incident on social media with social services and/or the police where appropriate.

18. The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

With the support of the SENDCo, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Teachers have the power to discipline children for misbehaving outside of the school premises “to such an extent as is reasonable.” Teachers may discipline children for:

- misbehaviour when the child is:
 - taking part in any school-organised or school-related activity
- or misbehaviour, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to themselves, another child or member of the public

Parents will be informed immediately of a child's misbehaviour outside school. In all cases of misbehaviour, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.

19. The role of the Head teacher

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher ensures records of all reported serious incidents of misbehaviour are kept.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the Governing Body and Local Authority has been notified.

20. The role of parents and carers

1. Parents and carers are involved they are kept informed about behaviour at parents' evenings, in the end of year reports and more frequently if behaviour causes concern. Parents/carers may be contacted and expected to promptly collect their child if their child's behaviour is extreme and unacceptable leading to the child being excluded.
2. Parents and carers are expected, in accepting a place at Farnworth CE, to support school policy. Children learn to make successful and appropriate choices when parents/carers and school work together to support the child's developing behaviour. Parents/carers should accept that their child may be 'told off' and that all children are capable of behaving in an unacceptable way. Parents/carers may be asked to, and are then expected to, attend meetings regarding their child's behaviour. We may ask parents/carers to attend meetings about children's behaviour during the teacher's working day.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to cooperate with the school. We aim to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their

child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher/ deputy head teacher and, if need be, the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

21. The role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body supports the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Governing Body may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

22. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

23. Monitoring and review

The Head teacher monitors the effectiveness of this policy on a termly basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. In addition, from September 2013, termly reports on prejudiced based bullying are submitted to the Local Authority.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Assistant Head teachers and Deputy Head teacher record any instances of children sent to them. Likewise, the Head teacher logs all such incidents of children being sent to them using CPOMS.

The Head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. This information is also logged on SIMs and the LA are immediately advised of the school's actions using their own pro forma.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed on a bi-annual basis.

ANTI-BULLYING POLICY

The policy for dealing with bullying is stated as part of the School's Good Behaviour Policy.

Definition

There is no legal definition of bullying (DfE). Farnworth CE Primary School has adopted the following definition of a bullying incident:

- Deliberately hurtful (physically or emotionally)
- Usually repeated over a period of time
- Difficult for victims to defend themselves against
- Bullying results in pain and distress to the victim

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Effective Strategies to Prevent and Respond to Bullying

We promote appropriate behaviour through direct teaching during circle time/PSHE lessons, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our Curriculum will be used to:

- An awareness of bullying is thoroughly embedded throughout the curriculum and every day practice.
- By using circle time and PSHE lessons throughout the whole school
- Use collective worship and class sessions to reinforce our message that bullying will not be tolerated
- Posters and assemblies will tell children about Childline and other sources of confidential help. Year 5 and 6 also access Childline workshops.
- Children are told that they must report any incidence of bullying to an adult and where to get help and advice
- Signpost external sources of help:

✚ [Anti-Bullying Alliance](#)

✚ [Bullying UK](#)

✚ [Childline](#)

✚ [The Diana Award](#)

✚ [Kidscape](#)

Responding to incidents when they occur

- Children who believe they are being bullied should report this to their class teacher or another adult in school who they feel they can talk to.

- Children who see others being bullied should report this to their class teacher or, again, another adult in school who they feel they can talk to.
- All reported incidents of bullying must be investigated and taken seriously by staff members
- Members of staff who receive reports that a child has been bullied should deal with it in the first instance and follow this up by informing the Head teacher or Assistant / Deputy Head teachers.
- All proven incidences of bullying are reported to the Deputy Head teacher and Head teacher and are reported electronically using CPOMS
- The bullying is discussed with all the children involved and appropriate support is put in place. The parents / carers are made aware of the situation and their support sought.
- Any incidences of bullying will be monitored and followed up to check that bullying has not started again.

How the School Community Responds to Bullying

Everyone within Farnworth CE Primary School is expected to adhere to and to promote the objectives of this policy

The guidance 'Safe to Learn' identifies 5 key points when responding to bullying.

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth
4. Adopt a problem-solving approach which moves pupils on from justifying themselves
5. Follow-up repeatedly, checking bullying has not resumed

Reporting

All incidents must be recorded by the member of staff dealing with the incident through CPOMS.

A monitoring of bullying incidents termly report will be made to Governors.

Prejudiced Bullying Guidance

Purpose and Background/Context

National thinking has recommended that schools extend their reporting systems to recording, dealing with and reporting on bullying incidents which are based on prejudice against any person's protected characteristic or characteristics, including perceived characteristics.

In the past, the Race Relations Amendment Act 2000 recommended that schools record, deal effectively with and report to the School Governors and the Local Authority all racist incidents which happen in or travelling to and from their school. Whilst this has never been a legal requirement it is considered good practice and an effective means of counteracting racism in schools.

The Equality Act 2010 brings together nine separate pieces of legislation into one single Act, simplifying and strengthening the existing equality legislation. It also broadened the sphere by introducing the concept of 9 "Protected Characteristics" rather than 7 "Equality Strands". This recording system has been designed to record any bullying incident, no matter what its root cause may have been.

The Equality Act identified the following Protected Characteristics: -

- Age
- Gender

- Disability
- Race/Ethnicity
- Religion/Belief
- Sexual Orientation
- Transgender
- Pregnancy/Maternity
- Marital/Civil Partnership Status

*NB The above apply to any persons on school premises, such as staff, visitors, contractors and parents.

What is a prejudiced bullying incident?

A prejudice based bullying incident is *any incident which is or is perceived to be, by the victim or any other person(s), one which is motivated by an individual's protected characteristic(s), or perceived characteristic(s).*

Prejudice based bullying can take many forms including:

- physical attacks such as physical assault, damage to property, offensive graffiti and arson;
- threat of attack including offensive letters, abusive or obscene telephone calls, groups hanging around to intimidate, and unfounded, malicious complaints;
- verbal abuse, insults or harassment - taunting, offensive leaflets and posters, abusive gestures, dumping of rubbish outside homes or through letterboxes, and bullying at school or travelling to and from school;
- cyber bullying, such as social media

Reporting process

When reporting incidents of prejudice on CPOMS, school will classify prejudice based bullying incidents according to a four-point scale of reporting: -

1. No offence intended or taken
2. Hurt or distress was caused but offending behaviour unlikely to be repeated
3. Hurt or distress was caused and the person responsible had previously been warned of unacceptable behaviour
4. Hurt or distress was caused, and the behaviour was based on substantial hostility and prejudice may be repeated

School is aware that the Home Office defines the following as hate incidents which may be deemed, following investigation, as hate crimes: -

'A hate crime is any criminal offence that is motivated by hostility or prejudice based upon the victim's:

- disability
- race
- religion or belief



- sexual orientation
- transgender identity