

Behaviour and Anti-Bullying Policy

Keresley Newland Primary School

September 2025:

- Updated to reflect use of CPOMS and new behaviour plan.
- Inclusion of Anti-Bullying.

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The principles which underline our policy support our key school aims and British Values:

These Are:

- **Language:**
 - For children to develop a love of language and stories and use an extensive, rich vocabulary.
- **Learning:**
 - For our community to love learning, know who they are as learners and challenge themselves to extend and deepen this learning through becoming Leaders of Learning.
- **Lives:**

- To be a community, supportive of each other, living by our value of respect.

and... The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

Policy Aims:

- Pupils learn to live their lives well, which forms a key part of our first principles of *Language, Learning, Lives*.
- Pupils behave in a way that reflects the British Values of:
 - democracy;
 - the rule of law;
 - individual liberty;
 - mutual respect;
 - tolerance of those of different faiths and beliefs.
- Pupils behave well in lessons and around the school
- They understand the school rules and respond quickly to instructions from all members of staff
- Pupils have very good attitudes to learning. They are enthusiastic and enjoy coming to school
- Pupils feel safe and secure
- They have complete confidence that the adults who look after them would deal with anything that might be worrying them

Every child at Kersley Newland is part of a 'house' which fosters a sense of belonging.

- Minotaur
- Griffin
- Basilisk
- Phoenix

The children spend time each day in their house groups, and this is at break time. There is a designated Thrive Time each week where children take part in an activity to support belonging and this is led by adults across the school.

Children receive house points for outstanding efforts or attitude to learning. These count towards weekly awards for the house with the most points. Also, children represent their houses in competition throughout the year, including Sports' Day in the Summer Term, a Dance-Off in the Autumn Term and a Spelling Bee in the Spring Term.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- The policy fully supports the principles of 'Restorative Approaches'
- It is based on a mutual understanding that expectations for children's behaviour and welfare at Keresley Newland Primary are very high.
- The system aims to be fair and equitable to all, regardless of age, gender, sexual orientation or ethnicity.
- The policy encourages a 'fresh start' approach and all children have a 'clean slate' at the start of each day/lesson.
- The reward and sanction systems enable children to achieve success at school through the choices that they make on a daily basis about their behaviour and how they regulate it.
- The system encourages both an individual and a collegiate approach to rewards for good behaviour.
- For children who have been identified with significant behavioural needs then additional support will be provided on an individual basis and that support would be detailed in an Individual Plan.
- Incidents of poor behaviour will be recorded on a secure electronic system CPOMS which is reviewed and analysed on a regular basis.
- Successes will be celebrated during Celebration Assemblies where parents may share in their child's achievements
- This policy supports our PSHE policy and practice. Aspects of this policy will be addressed in the PSHE curriculum

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- 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 images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Failure to hand in a mobile phone.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Targeting protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.	Bullying focusing on the child, friends or family.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

- All staff and children follow and live the school values.
- Respectful community, family ethos.
- PSHE Curriculum – based on KAPOW.
- Wider curriculum opportunities, including trips, visits, clubs and residential activities provide children experiences beyond school; and this supports the school ethos and promotes positive behaviour.
- Pastoral Support and Thrive provides support for individual needs and for vulnerable children.
- Children and staff report incidents of bullying to the SLT, and record on CPOMS.
- Incidents are investigated by discussions with all parties and incidents recorded on CPOMS.
- Termly analysis of CPOMS to identify 'hotspots' and refine procedures or provide CPD.
- Sanction procedures in place – Meetings with parents and children, Detentions and Suspensions as appropriate.
- Whole school annual training takes place on understanding bullying, including Cyber-Bullying.

5. Roles and responsibilities

5.1 The Governors

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Ensures the environment supports positive behaviour and houses spaces for children to self-regulate; and trained staff to support children as required.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and living the school values
- Ensuring positive relationships within the classroom and around school
- Setting up a positive learning environment
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Using the strategies of Emotional Coaching to support emotional development
- Ensure there are clear defined regulation spaces for children to access in classrooms and around school

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware of demonstrating respect for the school and staff
- Have conversations with staff that are adult focused, and not undermining staff in front of the child

6. Pupil code of conduct

Pupils are expected to:

- Behave in a positive way, following the school values and demonstrating a Growth Mindset
- Show respect to members of staff and each other

- In class, respect all members of the class as fellow learners
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Promoting Positive Behaviour

All members of the team foster a sense of belonging for all.

All classes have a Behaviour Chart in their room and a Recognition Board to support positive behaviour. Staff have positive times in each class – meet and greet, daily funny video, recognition board, ask-me-about, regulation spaces, check-in and are relentlessly positive and supportive with children.

Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the Class Contract, Recognition Board, Behaviour Chart.
- Ensuring learning is appropriate, challenging and stimulating and meets the needs of all learners
- Ensure PSHE, including Check-In and Pastoral Support, has a high curriculum value
- Listen to the voice of the learners
- Ensuring their classroom environment meets the needs of learners, including soft seating and a range of learning areas
- Ensure there is a regulation space in each classroom, appropriately set up
- Record all incidents on CPOMS
- Use approaches of Emotion Coaching to support pupil's understanding of how to deal with complex emotions
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Start the day with something funny
 - Establishing clear routines
 - Communicating and modelling expectations of behaviour

- Highlighting and promoting good behaviour, being consistent and fair
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Following additional support plans such as START Charts, Resistance Boards.

7.2 List of positive approaches, rewards and sanctions

Positive Approaches:

Recognition – Recognition Board in each classroom.

This focused on one area to improve each week, and daily reinforcement in this secures a good learning habit.

RECOGNITION BOARD

This week we are....



ASK ME About Stickers:

Use these each day.

All staff ask children about these.

THRIVE Children:

Each member of staff has at least one Thrive Child.

- Speak to them each day:
- Have you had a nice evening?
- What are you doing later?
- Talk about their interests and bring them into conversations.
- Know when their birthday is.

Positive behaviour will be rewarded with:

- Praise
- Class Dojo Points
- Reward Time – agreed within each team

GEM Powers:

Gem Powers is a new initiative from **September 2025**.






“Gem Powers” will be used in every classroom and help the children understand which skills they need to carry out different learning tasks successfully. The children become aware of themselves as learners and get better at the skills they need to develop. The children learn to identify how to use the different powers and which ones are needed for different tasks.


Gem powers include :

- Diamond Power (Problem Solving) – Being able to see a problem and working to solve it.
- Ruby (Supporting Others) – Being aware of others and how what you do or say might make them feel.
- Emerald (Resilience) – Bouncing back from mistakes and disappointment, and controlling your anger if it tries to get out.
- Sapphire (Focused) – Keeping focused and staying in control of the monster distractions, focusing on what is important.
- Amethyst (Co-operation) – Learning with a partner, being able to apply all of the Gem Powers to successfully work with a partner.
- Topaz (Collaboration) – Being able to apply all of the Gem Powers to successfully work in a bigger group.

We celebrate the children’s learning powers in our celebration assembly and promote the GEM powers in a further assembly.

7.3 Behaviour Chart

		Reason	Rewards	Sanctions
Star of the Day – postcard home			Star of the day note home.	
Well done – choose a star of the day from this group		Consistent positive behaviour for the day.	Positive praise. Add WOW praise point in ClassDojo. Y5/6 – Half Termly Class Auction. Y3/4 – Daily point/dojo for being on this. Reward for every 10 points. KS1/EYFS – weekly reward for getting to the WOW all week.	
Starting point			Remind children to stay here.	
Warning				Remind children how behaviour needs to improve.
Yellow		Unkind behaviour Talking in class Telling lies Not putting in full effort Disturbing learning Telling tales Rude to a grown up	Remind children that they can move back up if behaviour consistently improves.	Move to the oops part of the chart. Miss 2 minutes of break/lunchtime – with the class teacher.

		Hurting another child		
Red		Fighting Biting Racism Received 2 yellows Refusing to follow instructions Hitting Bullying Swearing Theft	Remind children that they can move back up if behaviour consistently improves.	Move to the crash part of the chart. Send to your partner teacher to speak to, stay in their room for the session. Class teacher to email/speak to the parent at the end of the day.
Yellow Letter		Extreme behaviour (racism, fighting, hitting, bullying, swearing, biting)		Sent to the Headteacher.

- Record on CPOMS – Every time.

Pupils may be sent to the Headteacher/Pastoral Lead during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

A Detention is issued and the HT will contact the family.

Lunchtime:

A Detention is issued for children failing to remain in their correct lunchtime colour band place.

Pupils who do not attend a given detention are spoken to with their family and a double detention is issued.

A suspension may be issued if the member of SLT dealing with the situation deems it necessary.

7.4 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

Sanctions for sexual harassment and violence may include:

- List the sanctions used by your school for different levels of sexual harassment and violence, in addition to normal sanctions
 - Discussion with family
 - Healthy relationship CPD
 - NSPCC – PANTS
 - Letter of apology – if appropriate

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:

- Reporting to the HT and responding to a report, involving an investigation and families
- 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.

7.5

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Parents will be contacted if the school has been informed that a child has behaved in a way that is inappropriate or dangerous outside of school. On rare occasions an antisocial behaviour contract will be issued by the school to help all involved understand how to conduct themselves in the wider world.

7.6 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

7.7 Physical restraint

In some circumstances, staff may use reasonable force as per Positive Handling training, to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents – CPOMS

7.8 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance.

[latest guidance on searching, screening and confiscation.](#)

7.9 Online misbehaviour

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

- It poses a threat or causes harm or upset 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

Sanctions will only be given out on school premises, or elsewhere when the pupil is under the lawful control of a staff member.

In other circumstances, families will be contacted and support strategies suggested.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

This will follow the Warwickshire additional support for children in danger of a PEX.

8.1 Additional Strategies

Keresley Newland has a Nurture Room to support children with emotional needs and challenging emotional needs. This is based on Thrive and a therapeutic approach. Children are carefully selected and monitored and transitioned back into class to learn with their peers.

Other approaches include, START Charts, individual support plans, Resistance Boards to help children learn where they can improve their behaviour.

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. 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, in line with GDPR consent.

10. Training

Our staff are provided with training on managing behaviour, emotion coaching, including proper use of restraint, as part of their induction process, and updated as per the school CPD programme.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Standards Committee every two years, or as required. At each review, the policy will be led by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1:

Staff Training Log:

All training is recorded on SMARTLOG.

Appendix 2:

Emotion Coaching:

Emotion Coaching is a communication strategy which supports young people to self-regulate and manage their stress responses. It was originally developed in the USA by a psychologist John Gottman and is gaining ground in the UK as an effective way to nurture mental health and wellbeing in education settings.

Gottman observed that children who thrive in their emotional and social development have parents who respond positively to the behaviour of the children. He conducted research to establish exactly the characteristics of adult responses that lead to emotional health in children and as a result, developed the concept of Emotion Coaching as an approach to behaviour which can be learned by parents and indeed anyone who interacts with children young people when they struggle to control their emotional responses. It is an approach that has since been used in the school context by a range of professionals working with children.

Emotion Coaching is a simple yet highly nuanced co-regulation approach that takes practice and has the most benefit when all adults who interact with a child are trained, from the senior leadership team right through to the school caretaker.

Research shows that emotion coached children:

- are more emotionally stable
- are more resilient
- achieve more academically
- are more popular
- have fewer behavioural problems
- have fewer infectious diseases

Within Emotion Coaching, children are coached into understanding that emotions are normal and healthy, and to learn how to respond to and manage their feelings positively.

The model of 'flipping your lid' is useful in helping children to understand how the brain works; and this links well to Growth Mindset learning.

YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN



There are four styles in managing emotions, and this can be seen at home and in school.

Emotion Dismissing disengages, ridicules or curbs all negative emotions, feels uncertainty and fears feeling out of control, uses distraction techniques; feels that emotions are toxic and unhealthy and uses the passage of time as a cure all replacement for problem solving.

Effects on the child: Children learn that there is something wrong with them, cannot regulate their emotions and feel that what they are feeling is not appropriate, not right and abnormal.

Emotion Disserving is similar to the Dismissing Parent but more negative, judgemental and critical, controlling, manipulative, authoritative, overly concerned with discipline and strangely unconcerned with the meaning of a child's emotional expression.

Effects on the child: Similar to the Dismissing parenting techniques

Laissez- Faire is endlessly permissive, offers little or no guidance about problem solving or understanding emotions; does not set any limits on behaviour, encourages 'riding out' of emotions until they are out of the way and out of sight.

Emotion Coaching helps a child to learn about their emotions and feelings.

Keresley Newland:

Step 1 – Recognise recognise the child's feelings and empathise with them

- wait for 10 seconds, to assess the situation
 - *I can see you are feeling: sad, distressed, afraid, surprised, disgusted, happy etc....*

Step 2 - Validate the feelings and label them

- *I can see you are so angry that you areclenching your fists together*
- *I get angry when someone bumps into me*

Step 3 – Set limits on behaviour – if needed

- Separate the emotion from the behaviour
- *It's ok to feel angry if someone bumps into you, it's not ok to hit someone*

Step 4 – Problem-solve with the child

- When the child is calm, explore the feelings that caused the behaviour
- Scaffold alternative ideas and actions.
- Empower the child to believe they can manage the same experience in a different and more positive way.
- *What could you do next time someone bumps into you?*

Appendix 3: Anti-Bullying Systems:

Reporting Bullying:

Children:

- All children are encouraged to report any incidents of poor behaviour, including bullying.
- Children can write their concerns and post them into the school Worry Box.
- Children can speak to any member of staff, including Learning Mentors.
- Children are told to report bullying that they know about, not just incidents that they are involved in.

Families:

- Please make a report in person, by telephone or making an appointment through the school office.
- Please contact the school by phone and ask to speak to your child's teacher or the Headteacher

Please email the school:

Our contact details are:

- office@knpa.warwickshire.sch.uk

Investigating allegations of bullying

When parents have raised a concern about a potential bullying issue, it is important that they are assured that action will be taken.

Our response will be as follows:

- The Head, will contact the parent making the report about your concern as soon as practicably possible.
- The Head will talk to all parties concerned to establish what has happened and if the incident is considered bullying, considering :
 - Has the incident with the same person or people occurred several times within a reasonably short period of time?
 - Is it a disagreement or the result of play which has got out of hand?
 - Is it a 'falling out of friends' matter?
 - Is the child has at least partial responsibility for the incident? ○ Is there a pattern to the incidents?
 - Is there a change in the child's behaviour?
- The Head will talk to the parents of the victim and the parents of the bully.
- A record will be made on CPOMS.
- Action will be taken to support all parties to ensure the behaviour is not repeated, focused around our core value of RESPECT.
- A Yellow Letter or Suspension may follow, at the discretion of the Headteacher.
- Please be aware that we cannot discuss any other child except your own.
- Some forms of bullying such as Racist is reportable to the Local Authority.

Our approaches to dealing with bullying:

We believe that everyone involved in the life of Keresley Newland must take responsibility for promoting a common anti-bullying approach.

- We have clear standards of expected behaviour, rewards and sanctions.
- Emphasis is made on behaving in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere for learning and life.
- We raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role-play, discussion, peer support etc.

Governors

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Identify one governor to be the nominated 'link' within the leadership structure. ○ Our governor is our Safeguarding Governor

Through the development and implementation of this policy, we at Keresley Newland hope that all children, parents/carers and staff will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place.
- Feel supported in reporting incidents of bullying, including cyber bullying.
- Be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will follow.

Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness.

This policy will be promoted and implemented throughout the school.

This policy is part of our commitment to safeguarding children.