Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'

Behaviour and Anti-Bullying Procedure

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Prepared by:	Headteacher and Staff		
Reviewed by:	LGC	Date:	September 2026

Our School Procedures should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love**, **Joyfulness**, **Respect**, **Forgiveness**, **Perseverance**, **Fairness**) as a Church School, with a particular focus on the promotion of equality.

This policy should be read with reference to the Bath and Wells Multi Academy Trust policies: Exclusions guidance, behaviour policy, positive handling policy, and safeguarding policy, and acceptable use of IT policy.

This policy should be read in conjunction with the BWMAT Behaviour Policy and BANES LA trauma informed behaviour policy guidelines.

Managing behaviour relationally: The Thrive Approach

The best form of behaviour intervention acknowledges and enhances the positive. We, at Bathwick St. Mary School strive to demonstrate a relational approach using the Thrive programme, supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Behaviour Code and School Rules

Teachers will 'convert' these rules into appropriate class charters with language appropriate for their children to understand the main messages.

1. Follow instructions the first time
2. Keep my hands, feet and objects to myself
3. Move quietly in, out or around the building
4. Respect myself, other people and their property.

All staff will expect only the highest standards of behaviour from everyone. If a child should forget one of our expectations, a positive behaviour cue is often very effective in reinforcing their own perception of what these high expectations are and believing that these high expectations are the 'norm'.

For example:

a) Because you want to be helpful, please go and…
b) Show me what you normally do when you…
c) I wonder whether...?
d) I can see you are really upset about...
e) Next time, what would you do differently?
f) How can I support you to...?

In addition, staff may need to use the language of sanctions, for example:

a) You have already had one warning. I am reminding you that...
b) You have had a second warning. If your behaviour continues...
c) That behaviour is not appropriate because... If you continue to chose to...
d) The grown ups are in charge so...
e) The grown ups are here to keep you safe so...

Further scripts are available in the appendices.
It is important that all members of staff hand out rewards for good behaviour as well as good work. Or, if the need arises, pass on sanction penalties through their class teacher.

It is important that through Quality First Teaching, children's needs are met. Where staff are dealing with on-going behaviour that falls short of the expected norms, they will discuss this with senior members of staff, parents and the Inclusion Leader to determine its cause. If there are any 'safeguarding' concerns then the school's Child Protection Policy will be followed.
Throughout the school, the Thrive programme is used to support behaviour, relationships and emotions. Thrive recommends the use of PACE and the communication skills of the Vital Relational Functions (VRFs). PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

- Playfulness: sensitive and appropriate playfulness helps the child feel safe and promotes positivity.
- Acceptance: unconditionally accepting the child makes them feel safe, secure and loved.
- Curiosity: genuine and non-judgemental interest in the child helps them become aware of their inner life.
- Empathy: demonstrating compassion for the child and their feelings supports the child's sense of self-worth.

The VRFs represent the key techniques that we consciously apply in relationship.

- Attunement: matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication.
- Validation: acknowledging the validity of the feelings the child is experiencing.
- Containment: predictability, routine and experiencing safety and security both relationally and environmentally.
- Regulation: transforms what was too much to bear alone into an experience that can be tolerated together.

Pupil Rewards
A high level of behaviour and attitudes to learning is expected and promoted.

1. Positive affirmation from a member of staff
2. House point reward – one at end of each short term
3. Children are chosen as Learner of the Week and/or Star of the Day
4. Children sent to another teacher for positive affirmation
5. Children sent to Headteacher for 'Headteacher Reward' sticker and names included in Celebration Assembly

In Reception, Year 1 and 2, staff use the Sun/Rainbow/Pot of Gold as a visual representation of positive affirmation and linked to 'Star of the Day'.
*During Celebration Assembly a 'Learner of the Week' is chosen by each class and the teacher explains why. This celebration is shared with parents. Sometimes, classes also use additional 'class rewards' where the teacher feels this will support whole-class achievement. House point totals are run over a long term i.e. Autumn, Spring and Summer terms and the House point cup is presented at the end of each term.

Pupil Sanctions

1. Child given verbal warning and positive reinforcement
2. Child given second reminder and / or moved place in class
3. Child given final reminder and reflection time with teacher / TA / SMSA (**Logged on Arbor** only where a repeating pattern emerges*).
    a. If concern is during classroom time, children to have 'Support Time' to support regulation: Years R sent to 1, 1 to 2, 2 to R, 3 to 4 and 4 to 3, 5 to 6 and 6 to 5, or where most appropriate.
    b. If concern is during morning or afternoon break, children to sit out / stay next to adult for a brief Support Time
    c. If concern is during lunchtime, after having been through stages 1 and 2, junior children sent to sit outside Head's office, infant children sent to sit out bench outside for reflection and reinforcement.
    d. If concern is during Wraparound or Clubs, after having been through stages 1 and 2, children to sit out / stay next to adult for a brief Support Time and if a repeating pattern emerges then parents informed by club leader at pick up. [Further support from SLT if required]
4. Class teacher to contact parents if a repeating pattern emerges and **logged on Arbor**.
5. Child sent to Deputy Head (or Assistant Head if required) for final reminder, 'Support Time' as required to support regulation (up to one session) and discussion with parents. (**Logged on Arbor** from here and above)
6. Child sent to Head Teacher and parents informed. It may be appropriate for a child to be internally isolated from their class at this point for one session or more.
7. In exceptional circumstances, there is a formal meeting with parents to discuss next steps.

*A repeating pattern is defined as behaviour that has caused concern for members of staff over a six-week period (one term).

The above sanction steps begin anew each day except in circumstances where poor behaviour is on-going. However, where children present on-going behavioural difficulties, parents will be consulted by class teacher to identify any possible causes and a plan may be put in place in collaboration with Deputy Head and/or Headteacher.
A 'fast-track system' will apply to those children involved in any violence or significant verbal or other kinds of abuse to either other children or members of staff. These children will jump immediately to 'Step 5'. There is a general expectation that all children will complete work set during class time which has been differentiated for their age and ability. Children who fail to complete 'work set' may be sent to a 'supervised area' to finish it.

'Support Time' may be used to support a child to regulate usually with a member of SLT before returning to their class – this can be for up to one session as needed, but is often far shorter than this.

An internal isolation may be used where a child spends a whole session, morning, afternoon or day isolated from their class. The child will usually be isolated with a member of SLT. Parents will be informed of any internal isolation.

If a child's behaviour gives persistent cause for concern the parents will be contacted and consulted so that together, parents and teachers can take action that will help the child. In extreme cases it may be necessary to bring into force the Exclusions and Fixed-term Suspensions Policy.

The above sanction steps will apply generally to all situations; however, exceptions may occur due to a particular mix of circumstances. Some children with specific needs may require an individualised approach to be agreed with child / parents / SENCO / teacher / Headteacher as appropriate.

It is also important to reflect whether the child is hungry, angry, lonely or tired (HALT) as this may have an impact on behaviour in the first instance.

Supporting behaviour

We use 'PACE' resources to help frame questions and dialogue from Trauma Informed Schools. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. The aim is for the child look at themself and let others start to see them, or get closer emotionally and build trust.

Please also see the BANES LA trauma informed behaviour policy guidelines for further information on trauma informed approaches.

Misconnection and connection with children and their feelings
The words to say it using PACE (acceptance, curiosity, empathy)

Type of discount of a child's feelings	Examples of non-accepting, lack of curiosity and empathy	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting/curious/empathic
Disapproving	• 'Stop crying.' • 'Come on, don't make a fuss.' • 'Don't get angry.' • 'Now just stop that right now.'	• 'You are wrong to have that feeling.' • 'I'm not comfortable dealing with your feelings.' • 'This is a bad feeling to have.'	• 'I can see you are really angry/upset/disappointed by this.' • 'It's really fine for you to feel like this.' • 'If the child is not behaving in a safe way and you need limit-setting: 'It's really fine to feel this, but I need you to be safe so I'm going to stop you doing x…'
Dismissing	• 'Come on now cheer up.' • 'Don't be silly.' • 'It's nothing to worry about.' • 'Let's have a smile from you.' • 'Just forget about it/move on.'	• 'Don't have the feeling you are having. Have a nicer feeling instead.' • 'Your feelings are not important.' • 'You are a burden; you need to change your feelings to suit me.' • 'You are not worth listening to.'	• 'I can see that you are really angry with me for doing x.' • 'So x is really painful for you.' • 'So x makes you mad.' • 'No wonder you are feeling x, it is hurtful when xx.'
Defensive e.g. child says 'I hate you'	• 'Don't you dare…' • 'Don't talk to me like that.' • Guilt inducing responses – 'I've spent all morning with you and then you go and…'	• 'You are someone who makes other people feel bad.' • 'Feel ashamed.' • 'Feel guilty.' • 'It's your fault.' • 'Feel bad about who you are.'	• 'I am sorry I raised my voice. I needed you to stop (hurting x) but I should have found another way.' • 'I realise I got triggered by you doing x. I apologise.' • 'I can hear just how cross and angry you are with me.' • Empathising with the negative transference: 'So you are seeing me as someone who is being really unfair… and if you are seeing me like that, I can imagine you may be feeling pretty angry with me right now.' • Parent: 'I will come back in 5 minutes when I've thought of a good way for us to solve this problem (essential time away to self-regulate).'
Deflecting/ distraction	• Changing the subject. • 'Don't worry, let's look at this book, shall we go and play in the sand?' • 'Be brave.'	• 'Stop feeling what you are feeling.' • In deflecting the child's behaviour can escalate – as they don't feel heard.	• Validating empathy: 'No wonder you are feeling x, it IS painful when x happens.'
Diminishing the child's experience by comparing it to another, or to your own experience	• 'It's not that bad, Bobby has had much worse than that and he's ok.' • 'I know just what you are feeling because it happened to me.' • 'You're making a mountain out of a molehill.'	• 'You are just making a fuss.' • 'You shouldn't be feeling this.' • 'Your painful feelings aren't really that painful.'	• 'Thank you for having the courage to let me know just what you are feeling right now.' • 'So, you're letting me know that you are feeling really miserable right now…. I can understand that…'
Patronising	• 'Look when we feel angry what we need to do is xx.' • 'You are just tired.' • 'Now now come on, pull yourself together.'	• 'I know better than you.' • 'What you feel is irrelevant, unimportant.' • 'Your feelings are not warranted given the situation.'	• 'Will you help me to understand what that felt like for you…?' (**curiosity**) • 'Will you let me know what might help you right now? If I was really helping you in the way you need what might I be saying/doing now?'

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Type of discount of a child's feelings	Examples of non-accepting, lack of curiosity and empathy	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting/curious/empathic
Advice giving, lecturing, solution focusing	• 'Now what you need to do is…' • 'You should have, you could've…' • 'Just don't think about it anymore.'	• 'Don't feel what you are feeling, just act or think instead.' • 'You always get it wrong, other children know how to do things better.'	• Wait until they are calm: 'Let's think together about what might be best to do now.' • 'I'm wondering if we can think together of another way to deal with x as it's not OK to x.'
Clichés	• 'Life's hard, life's not fair, man up, big boys don't cry, welcome to the real world, you need to be the man of the house now.'	• 'I am all wrong, my feelings are all wrong.' (Shaming)	• Model a full range of feelings with vocabulary to match the intensity of the child's feeling: 'So I guess you felt heart-broken.' (instead of a bit sad) • 'Sounds like you are furious with me.' (instead of a bit cross).
Questioning	• 'Why did you do this?' • 'Why do you feel like this?' • 'Why do you feel angry?' • 'Are you angry now?' (requires yes/no) • 'Are you sad now?' (requires yes/no answer)	• 'Think about your feelings, stop feeling them.' • Stress inducing and drives disconnection. • 'Why' questions move the child away from what they are feeling into thinking. Questions without empathy are never therapeutic.'	• Curiosity 'Will you help me understand what you were feeling then?/How it felt when x happened?…'
Overwhelming, over involved, Merging	• 'Oh, my poor baby.' • 'Oh, this is dreadful, see now I am crying too.' • 'I feel frightened by what you are saying.'	• 'Look after my feelings as well as your own.' • 'Take care of me now.'	• Show or say you are moved. Tears are fine. Sobbing uncontrollably is not! Don't say you are scared by what they are saying otherwise they now have to deal with your feelings as well as their own. • 'We must suffer the [child's] pain without getting lost in it.' (Grotstein 2005) • 'The [child] is dependent on the adult's courage to experience what he cannot experience so it's safe to experience it.' (Grotstein 2005)
Ignoring	'No response, or minimal response.'	• 'Your feelings don't matter.' • 'I will only pay you attention if you stop feeling what you are feeling.' • 'Ignored feelings can become part of what's known as the unvalidated unconscious (feelings that are never fully felt because in infancy they have never been validated by the parent). So these children end up not knowing what they feel.' (Stolorow and Atwood 1989). • 'Children for whom *broad areas* of [felt] experience failed to evoke validating attunement in caregivers and, consequently, perceptions remain ill defined and feelings tend to be felt as diffuse bodily states.' (Robert Stolorow 1989) • 'That which becomes off-limits in the communication with the parent eventually becomes off-limits [for the person themselves] – even in the privacy of their inner life.' (Diana Fosha, 2000, p 40). • These unvalidated feelings can then transform into challenging behaviour or become psychosomatic symptoms because they have never evolved from bodily sensations to being symbolised in words (via the adult's accepting, empathising use of mental state talk).	

All staff will:

- take time to recognise and record positive behaviours and attitudes and reward success.
- try to catch children and young people doing the right thing and enhance this (see appendices: 41 ways to say well done!)
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly.
- focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children and young people.
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights.
- seek both resolution and learning when dealing with incidents.
- consider how our actions and words help and give children and young people time and space to resolve the situation.
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn.
- use sanctions only as a form of appropriate, proportionate and positive intervention.
- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way.

There is a red card system in place for adults in class to use if they need immediate support. Any adult can send the red card to the office and someone will then come to help immediately. The red card says 'HELP NOW' and should kept in a prominent place in the classrooms / other work spaces. These should be used in emergency situations e.g. medical or where the adult in charge of the class requires immediate support to keep people safe.

Safe Touch Handling

Please refer to the Bath and Wells TRUST positive handling policy.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Where a confiscated item can be kept and returned to the child or their parents this will be done.
- Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies' – which also contains guidance on how a search should be conducted. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

We will confiscate mobile phones and leave them in the school office for parental collection, where the mobile phone agreement has not been adhered to.

Visiting Adults: Supply Teacher

In the event of a new to school supply teacher being used, wherever possible the Head Teacher or a member of SLT will welcome them to the class, expectations of behaviour will be reinforced with the children.

Visiting Adults: Parents

In the event of a distressed or angry parent, the following guideline procedure should be adopted.

1. Try to diffuse situation and suggest talking to Head Teacher or a member of SLT
2. Remove any children away from the situation
3. If parent refuses to leave, send someone to find Head Teacher or a member of SLT

Pupils' Conduct Outside The School Gates

Teachers have a statutory power (Steer Report - 2009) to discipline pupils who misbehave outside of the school premises to such extent as is reasonable. Where there is non-criminal bad behaviour and / or bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the Head Teacher will discuss the incident with the child involved and determine the sanctions as set out above. Parents will always be informed. We will also work with wider partners, such as our local Police Community Support Officer to support appropriate behaviour on the way to and from school.

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

Peaceful Problem-Solving Process and Emotion Coaching (Trauma attachment awareness)

To support our approach to positive behaviour, the peaceful problem-solving process is used in school to enable children to reflect on problems that may arise and how to solve them to enable an outcome that is: fair, safe and creates happy feelings for all parties involved. Alongside this approach, staff can use emotion coaching and the language of the Thrive approach to enable children to label emotions and staff will be reminded to pose questions that start, 'I wonder if they are feeling…?' Staff will then act as co-regulating adults, remaining calm and thereby helping the child / children involved to become calm and think rationally about what the problem might be and how it can be resolved.

Anti-Bullying: What is bullying? Based on 'Preventing and tackling bullying' (2017)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as 'banter' it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Anti-Bullying Guidelines

- We will raise awareness of what bullying is and how we prevent it through:
    - Annual work of the School Council on the Anti-bullying charter and 'STOP' (Several Times On Purpose) awareness and work with the Anti-bullying alliance 'Anti-bullying week'.
    - Regular whole-school reminders e.g.: Class Teachers reminding children at the start of a new school year how to talk to them confidentially about any problems – including bullying - and reminding them of 'Worry Box' system and School Council presentations
    - Annual review of this Policy
    - Curriculum class activities using 'Say No to Bullying' or equivalent material
    - Advice shared with all members of the school community
    - Work with Buddies
    - 'Blue Hat' children enhance the anti-bullying message
- Staff will be particularly proactive and vigilant where 'vulnerable' pupils are concerned. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or already suffering from – bullying or other form of harm. Children being bullied may also demonstrate emotional and behavioural problems, physical problems or signs of depression
- We will create effective learning environments where pupils will develop confidence and skills to prevent bullying. These environments: value children's contributions; make them feel secure and able to contribute; challenge stereotypical views and support the development of viewing difference positively; support children to take responsibility for their actions both in school and the wider community; challenge any form of bullying and harassment; develop children's social and emotional skills
- Transition stages from one Key Stage to another and particularly Y6 to Y7 will be carefully planned to maximise children's welfare
- The curriculum will be planned to embed anti-bullying knowledge, skills and understanding through PSHCE and other appropriate materials
- The Curriculum will develop a 'commitment to care' where everyone understands they have a role in the prevention of unkind and bullying behaviour
- Where a member of staff is a victim of bullying they should contact the Head Teacher and they can also contact their Trade Union or Professional Association for support and advice.
- The vast majority of bullying incidents can be handled by the school. However, if serious assault or injury occurs as a result of bullying, the police should be involved and the provisions of the Policy for Child Protection and Safeguarding should be followed.

Bullying: Strategies for victims

1. Any member of staff with a concern (either directly or referred to them), will raise that concern with the DSL (Designated Safeguarding Lead), Deputy DSL or a member of SLT.
2. The named child and will be logged in 'CPOMS' and details shared with all relevant members of staff.
3. Closely monitor and review, as appropriate, named children
4. Log incidents and classroom behaviour on CPOMS which may give cause for concern
5. Provide opportunities in school for confidence building and time, when appropriate, to share feelings and concerns including some form of worry book / box system in each class.
6. Maintain close regular liaison with parents or carers of children who are a cause for concern and finally after a term or appropriate length of time, confirm with them that the situation has been resolved
7. Actively promote the policy and keep it high profile through PSHCE programmes, drama assemblies, etc.
8. Where children seem to be needing a lot of attention / seeking attention through constant raising of problems, staff may also seek help of support staff/ Head Teacher to spend more time to discuss these problems with the child and avoid any notion of tale-telling.
9. Where an identified incidence of bullying has occurred – the Head Teacher will lead the process of following the 'Problem Solving Approach' as outlined in the Church of England's guidance 'Valuing all God's Children [p.33]'

Bullying: Strategies for dealing with children who bully

1. In cases of alleged or suspected bullying inform relevant staff and monitor closely
2. Inform the class teacher and investigate any recent relevant behaviour and attitude
3. Talk with the child to discover the facts of each incident using open-ended questions and taking care to avoid an accusatory approach
4. Monitoring should begin once an incident of alleged bullying has occurred. A log of all incidents will be kept on CPOMS
5. Should a pattern of inappropriate behaviour emerge, the parents / carers will be informed and involved as appropriate to the situation or allegation
6. Appropriate action will be taken following any identified incidents of bullying.
7. Seek to modify behaviour using relevant resources. Suggest positive strategies for modifying behaviour and negotiate achievable goals
8. Continue to monitor and maintain close liaison with parents of children who are a cause for concern.
9. If the behaviour continues, consultations should take place with parents and outside agencies

Bullying: Lunchtime and breaktime supervision

1. Head Teacher or member of SLT who is monitoring the person at risk, informs S.M.S.A.s of children to be monitored. Any incidents of bullying behaviour must be reported on CPOMS and the Headteacher alerted.
2. S.M.S.A.s will be deployed in appropriate places for supervision of all children
3. Children's complaints, whether referring to themselves or others, must be taken seriously by all adults with whom the children have contact in school.

Monitoring of Bullying and Behaviour

The overall effectiveness of this policy will be reviewed each year and the policy revised, if necessary. Monitoring to inform this review will take place through:

- The Head Teacher will be responsible for monitoring the progress of any action taken to prevent bullying. This will be recorded and updated when appropriate. Once the situation seems to be resolved the Head Teacher will contact the parents concerned. If they agree, a record in made on CPOMS - with the understanding that should anything ever arise again, they will contact school *immediately.*
- Each year the SDP Parents' questionnaires, the School Council's Anti-Bullying reply slips and the Y6 Exit questionnaires will be reviewed to monitor their responses on bullying and behaviour in general
- The Head Teacher with the SLT will use CPOMS to monitor any incidences of bullying
- The School Council will follow up their Anti-Bullying presentation with a letter to Parents and children that includes reply slips

Parental Involvement

1. Parents are encouraged to inform the school of any problems at an early stage.
2. A reminder will be given each Autumn term as part of the first newsletter
3. A summary of our anti-bullying policy will be part of the New Reception Parents' pack as well as being incorporated into the School Handbook.
4. A summary Anti-Bullying sheet for Parents will be sent out annually to coincide with the School Council's annual Anti-Bullying presentation to the school
5. The School Council will send out a copy of their Anti-Bullying Charter with a letter to engage parents with their children
6. If parents report bullying we will treat their concerns seriously and act immediately. Further investigation may be required before a plan of action can be implemented. Parents will be consulted about possible strategies that might be adopted and kept informed of all developments. Their views on progress should be sought and they must agree that the situation has been remedied before the child is "signed off".

This policy is written in accordance with and having due regard to our school vision and values and all other school policies which impact across all curriculum areas.

Bathwick St. Mary Church School

Behaviour and Anti-Bullying Policy

Advice sheets to Parents

Is it bullying?

It is bullying if an individual or group ***repeatedly (Several Times On Purpose – STOP)*** keep on hurting children or making them feel unhappy by:

- Calling them names
- Threatening them
- Pressuring them to give someone money or possessions
- Purposefully excluding others with an unkind motive
- Physically hurting others
- Damaging their possessions
- Spreading rumours about them or their family
- Using social media or electronic communication to write or say hurtful things about them (cyberbullying)

It is also bullying if someone keeps on hurting them by saying things about their: ethnicity; background; religious faith; gender; sexuality; disability; special educational need; appearance; home and family or other 'protected characteristic'. We do not want any of this behaviour repeated or turned into bullying. If your child is not happy or experiences unkind behaviour please tell your child's class teacher.

What should you do if you think your child is being bullied?

Talk first to your child's class teacher. You can leave a message for them in the School Office or speak with them directly. Ensure that they know it is an urgent item for discussion. The Headteacher will be informed if bullying is mentioned.

- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened; give dates, places and names of other children involved
- Make a note of what action the school intends to take and when you will be hearing from the class teacher again
- Ask if there is anything you can do to help your child
- Stay in touch with the school. There will be regular review meetings set until everything has been resolved. If anything should happen between set meetings, let the teacher know at once
- If you feel things are getting worse / not improving, please discuss your concerns with the Head Teacher
- If you are still not happy about the situation, please ask for the school's complaints procedure
- Please do not confront other parents directly about behaviour in school. This only exacerbates the situation and often they or you might not have the full picture. We do keep any parents concerned informed of bullying incidents

Finally, please bear in mind that as a school community we all have a collective impact on positive relationships. Be assured that the school will listen and act if you have any cause for concern. If you witness situations or behaviour that is not expected, please tell your child's class teacher or the Head Teacher, even if it does not involve your child.

Cyberbullying: Preventing cyberbullying:

Be aware your child may be involved and get caught up in cyberbullying without thinking. It is crucial you talk with your child and understand ways they are using internet / mobile phones. Most software and services have in-built safety features e.g. blocking others on contact list; keep their profile set on 'private'. Check with child's internet / phone provider and see what protections they offer. Encourage your child to share as soon as something has happened and not wait for it to 'resolve itself'.

Cyberbullying: Responding to Cyberbullying:

- Teach your child The Anti-Bullying Code
- Keep the evidence
- Report cyberbullying – let school know if it involves pupil(s) at your child's school; let service provider know and – if serious and a potential crime – tell the police

Cyberbullying: Key advice to children - The Anti-bullying code

- ☺ **Always respect others:** You can't see the impact that a message / image may have on someone. Never forward a rude or nasty picture or message about someone else – you could be assisting a bully and be accused of cyberbullying. You could even be breaking the law.
- ☺ **Think before you send**: Once sent it can be made public very quickly and stay online for ever.
- ☺ **Treat your password like your toothbrush:** Change on regular basis and don't let anyone know / use them. Choose hard-to-guess passwords with symbols and numbers to prevent hacking.
- ☺ **Block the bully**: Most responsible websites and services allow you to block or report someone who is behaving badly
- ☺ **Don't retaliate or reply**: This is usually just what bully wants
- ☺ **Save the evidence**: Learn how to keep records of offending messages, pictures or online conversations
- ☺ **Make sure you tell**: Tell an adult you can trust or a helpline like ChildLine (0800 1111)
- ☺ ***If you see cyberbullying:*** Support the victim and report the bullying.

Bathwick St. Mary Church School

Behaviour and Anti-Bullying Policy

Advice sheets to Children

Is it bullying?

It is bullying if someone ***repeatedly (Several Times On Purpose – STOP)*** keeps on hurting you or making you feel unhappy by:

- Calling them names
- Threatening them
- Pressuring them to give someone money or possessions
- Purposefully excluding others with an unkind motive
- Physically hurting others
- Damaging their possessions
- Spreading rumours about them or their family
- Using social media or electronic communication to write or say hurtful things about them (cyberbullying)

It is also bullying if **someone keeps on** hurting you by saying things you feel are not nice. For example saying hurtful things about: your home and family; your appearance; your learning; your religion or any disability.

At Bathwick St Mary Church of England Primary School we do not tolerate bullying or any bad behaviour:

- Staff, adults and other children will listen and act straight away to help you and stop any bad behaviour
- We will all watch to make sure it is not repeated

What should you do about bullying?

- If you think you are being bullied, try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell your teacher or another adult you can trust straight away (like your parents)
- If you do not want to speak to your teacher in front of others, use the 'Worry Box'
- Keep telling someone until the bullying has stopped
- If you see / hear someone else being bullied, tell someone. The bully may pick on other people next – even you! Everyone has a role to play to stop unkind and bullying behaviour.

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Appendices

Early Learning Consultancy tailored early years training and support
www.earlylearningconsultancy.co.uk

Supporting children's intrinsic motivation and growth mindset

- **Participate sensitively in children's play, following the child's lead.**
- **Show interest in and encourage children to describe their efforts, ideas and products.**
- **Acknowledge children's work and ideas by making specific comments.**
- **Be careful with praise, always being specific about the behaviour –** just as with negative behaviour, label the behaviour and not the child.

'Next time you're tempted to praise your students' intelligence or talent, restrain yourself. Instead, teach them how much fun a challenging task is, how interesting and informative errors are, and how great it is to struggle with something and make progress. Most of all, teach them that by taking on challenges, making mistakes, and putting forth effort, they are making themselves smarter.'

Carol Dweck, *Transforming Students' Motivation to Learn*
http://www.nais.org/publications/ismagazinearticle.cfm?ItemNumber=150509

41 ways to say 'Well done'

You remembered!
You're working really hard.
One more time and you'll have it.
You chose a hard way – you'll learn from that!
It looks like you've been practising!
(Child's name) looked really happy when you did that.
I've never seen one like that before.
That was a kind thing to do.
Look at you go!
Keep it up.
You've figured that out yourself.
I can see you ...(*describe details of what child has done).*
Good remembering.
I like the way you...
That is interesting.
You're on the right track now.
Keep working on it, you're nearly there.
You are learning fast.
You tried a few different ways.
Good for you!
That's the way.
You've got the hang of that.
You're looking really carefully.
I think you've got it now.
You're trying to do even more!
You're learning a lot about that.
That's an interesting idea.
You've been concentrating on that.
Good going! You kept trying.
You've found a new way to do it.
You've done it just like you said you would.
I think you've got it now.
Good thinking. That does make sense.
You haven't missed a thing.
You tried harder and harder.
You knew just what to do.
I bet you're pleased with that.
You really paid attention.
You worked so carefully.
That's it! It works!
Which do you think is the best part?

Script examples

Keep language simple and clear!
Let children know that the adults are in charge
Let children know what behaviour you DO want to see (rather than don'ts)
Give a simple instruction followed by 'thankyou' (not please)

1. I can see that you are unsettled but I am calm and here to help you
2. I can see that you are making a good choice by…
3. You need to stop because otherwise….
4. My job is to help people learn so you need to be listening, thank you
5. Everyone in this group is special
6. Now you can do 'this' or 'that'…
7. The adults are in charge so we will make sure that everyone is OK
8. I can hear that you are unsettled but it doesn't change the way I feel about you
9. I will be making that decision because I am the adult in charge
10. If you choose to continue the consequence will be…..
11. You don't need to worry about that, you just think about yourself
12. I spotted you doing that and I'm guessing you might be feeling….
13. The adults are always thinking about you
14. I'm wondering if that was difficult for you when…
15. It is my job to make sure everyone is comfortable and calm

Document version:	2.0 September 2026: Removal of duplication of Trust Policies 1.9 September 2025: rewording of 'Support Time'. Change to procedure, addition of Trust behaviour policy and BANES trauma informed behaviour policy. Removal of any duplication in trust and school policy 1.8: September 2024: Minor editing changes. Rewording of 'time out' and isolation. 1.7: September 2023: Addition of appendices for Scripts.

	1.6: September 2022: Inclusion of 'PACE' approach and resources 1.5: September 2021: • Inclusion of reference to Acceptable Use [of IT] Policy and wording linked to Safeguarding Policy. • Changes to stages of Rewards and Sanctions • Clarification over types of abuse for 'fast-track' system. • Inclusion of 'new to school supply teacher'. • Rewording of 'Pupils' Conduct Outside The School Gates'. • Rewording of what to do in incidences of bullying, including use of CPOMS. • Removal of 'Covid-19: amendments June 2020'. • Addition of managing behaviour relationally using the Thrive approach • Addition of Thrive language of PACE and VRFs • Addition of supporting behaviour 1.4: Adaption of Policy to incorporate CPOMS monitoring system. 1.3: June 2020, Covid amendments 1.2: December 2019, adapted procedures referring to Deputy (on maternity leave) and inclusion of mental health. 1.1: (September 2018) • School name and logo change. • Keeping Children Safe in Education update guidance. • Rewording of 'fast-track system' paragraph, page 4. • Addition of School Council in anti-bullying guidelines, page 6. • Inclusion of reference to 'At Risk' book, page 7. • Inclusion of 'STOP' acronym, page 8 and 9. • Inclusion of 'Exclusion Guidelines' (BWMAT) 1.0: Original Document (September 2017)