



Lickhill  
Primary School

...a space to grow

## **Relationships & Behaviour Policy** (including anti-bullying)

Ratified by the Governing Body: March 2026

Signed :  (Chair of Governors)

Next review: March 2027

## **Statement of Intent**

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. For us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Lickhill Primary pupils and staff are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

## **Objectives of policy**

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and governors.

It is also written as a support in creating a community of successful learners, where all learners:

- know they have the right to feel safe and free from harm;
- know how to keep themselves and others safe;
- know what to do if they are being treated in a way that makes them feel physically unsafe or emotionally unhappy;
- have a well-developed sense of self-worth and high levels of self-esteem and confidence
- reflect on and celebrate their individual success and know what needs to be improved next
- respond positively to new experiences and expectations – making links and transferring things they already know or skills they already have to different situations;
- know how they will be recognised for their good behaviour;
- know what the consequences are if they choose to behave in a way that makes others feel unhappy or unsafe or disrupts learning.

## **School Culture - The Thrive Approach**

The Thrive Approach is a systematic method to the early identification of emotional developmental need in children so that personalised provision can be put in place quickly by adults. A useful way to think about our emotional and social development is as a series of building blocks being piled on top of another as we grow. Some children have 'gaps' in their emotional development. These 'gaps, or 'interruptions' could be for a whole host of reasons. The great thing about the brain is that it has plasticity and can be re-moulded, so that any interruptions can be supported.

The Thrive Approach is at the heart of how Lickhill staff manage behaviour expectations. Thrive activities are used to support the emotional development of the pupils across the school. Pupils may be accessing these activities as part of whole class sessions or as a small group. Pupils who require significant support access 1-1 sessions with a specially trained member of staff.

## **Our values**

Our behaviour approach is based around our five school values: Respect, Kindness, Resilience, Teamwork and Positivity.

### **- Respect**

At Lickhill, we show a genuine and positive interest in the unique qualities and characteristics of all our children and know them as individuals. We always model polite and courteous behaviour. We foster respectful attitudes among the children by scaffolding opportunities for them to collaborate and learn from one another such as learning partners and group work activities. We support our children to develop a tolerance and understanding for all, ensuring everyone is welcome.

## **- Kindness**

At Lickhill we care very deeply for all our children. We show concern for our pupils by being well attuned to their emotional, physical and learning needs and connecting with them as individuals. This enables us to build very strong and effective relationships with our pupils. We encourage our learners to show care for one another by recognising and praising kind and thoughtful behaviour.

## **- Resilience**

We support children to know and understand themselves – what their likes and dislikes are; what their needs are and how they are feeling; what their strengths are as well as their next steps. By developing their self-awareness, we are helping our learners to become more independent and find ways of meeting their own needs and therefore helping them to feel good about themselves and developing their self-esteem. We foster a culture where mistakes are welcomed as a learning opportunity and support our children to overcome challenge. The focus is not on what went wrong, but what we can do next to succeed.

## **- Teamwork**

At Lickhill Primary, children understand that being part of a team is a strength. Pupils co-create norms, lead restorative conversations, and use circle time to reflect on actions and set personal goals. Through pupil voice forums and peer mentoring, children develop self-regulation, empathy, and responsibility, while adults' model consistent behaviours. Families partner with us to reinforce strategies at home. This child-centred approach aligns with our Trust's values, ensuring every child can thrive in a safe, respectful learning community grounded in excellence, creativity, respect, community, and integrity.

## **- Positivity**

We aim to develop children's self-esteem by building strong relationships with them, promoting their independence and success and giving them opportunities to learn coping strategies. We recognise and value each child's strengths, skills and abilities. We value their ideas and praise them in a variety of ways for their positive qualities, effort, achievements and good behaviour. We foster appreciative attitudes in our children by providing them with regular opportunities to reflect on their own successes. We encourage them to show their appreciation for others and the wider world by providing exciting experiences that attempt interest and inspire them. Our children have a 'can do' attitude and rise to challenges.

## **Expectations**

We expect everyone at Lickhill to always behave respectfully. This means that all members of our school community are expected to always:

- be polite and courteous;
- listen to others;
- treat others with kindness;
- be helpful to others;
- try their best;
- take care of equipment, resources, property and the environment;
- behave in a safe way;
- look smart and tidy, showing pride in themselves.

To maintain high standards of behaviour and conduct and a positive climate for learning, it is vital that these expectations are applied consistently by all staff across the school. Each classroom and learning space display the same Five and Thrive values wheel with rules for how the wheels will be applied (see Appendix 1).

The Five and Thrive wheel provides a visual stimulus to the children about their behaviour choices and values. The yellow and orange zones (for unwanted behaviours) are intended to be short term, with the focus being on catching the pupil displaying positive behaviours promptly and returning to a green zone.

Staff clearly articulate reasons for a move on the wheel so that children develop a clear understanding of our values. It is designed as a wheel so that there is no end goal – pupils can be continually praised for showing a range of values, removing the element of competition and putting the focus on intrinsic motivation.

At Lickhill, children and adults develop positive relationships which support this and help to make strong connections in the brain and create positive experiences. We believe that children need to be surrounded by caring, emotionally available adults to feel safe and thrive. All behaviour is communication and we feel strongly that the relationships we have with children can support them to securely attach to adults around them and, in time, self-regulate their own emotions.

Staff pride themselves in forming strong relationships with children, we do this in the following ways:

- Meet and greet – children are greeted each morning, from the senior leadership team member on the gate to the class teacher and key adults at the classroom door, every child is welcomed. This happens at the end of the day with adults always saying goodbye too. This helps with the transition from home to school and vice versa.
- Smiling eyes – all staff in school understand the importance of genuine smiling eyes when interacting with children; effective relationships are formed from genuine care and mutual respect.
- Knowing names – staff will prioritise learning the names of as many individual pupils as possible and we will use these when interacting with pupils.
- Hobbies or Interests – staff take time to get to know the personal interests of the children and will ask about them showing genuine curiosity about each child's personality.

We also adjust our surrounding and provision for children who require more support to feel safe in school. Some of the adjustments are: a considered seating plan; understanding of sensory needs and overloads in the classroom; a named, emotionally available adult; a different entry/exit to the school building should the child's classroom door be overwhelming.

### **Recognition of expected behaviour**

The school has a positive and caring ethos where the qualities, talents and skills of each child are valued. Therefore, recognition and praise are frequently used to celebrate children's achievements, successes and behaviour. Below is list of some of the different ways expected behaviour is recognised in addition to those listed on appendix 1.

- A smile
- Thumbs up
- Verbal praise e.g. 'I like that you didn't give up with this challenge – great resilience!'
- Work being shown to rest of the class
- Taking work to another class to 'show'
- Going to see the Principal / Vice Principal - stickers
- Work displayed on walls
- Talking to or showing parents/carers at the end of the day
- Message home
- Being chosen to represent the class / school at a special event

Children are awarded 'Values' certificates in the congratulations assembly held weekly; a child from each class is recognised for showing one of our five values: Respect, Kindness, Resilience, Positivity and Teamwork. They may also be awarded for excelling in the class Thrive target. The children who receive a certificate also have 'afternoon tea' with the Principal and some time with the school animals.

House points should be awarded for excellent academic achievement in schoolwork and homework. They can be given for modelling excellent behaviours and attitudes to learning (from the wheel); for sporting attributes which align well to the Five and Thrive Approach; during break and lunchtimes for showing any of the values. House points are earned individually but collected as a house.

Earning house points means working as a team within class and as a whole community in school. Once a half term, the winning house will have reward time together. The reward will vary – it may be an additional playtime, a film, a computing session – an activity the children should enjoy.

### **Being good role models**

All school staff and governors at Lickhill understand the importance of being good role models and maintain the highest standards of professional behaviour in all their interactions with pupils, parents and colleagues. All staff are vigilant when it comes to maintaining high standards of behaviour. This means that all staff 'insist and persist' in pursuing our expectations. Staff are also vigilant when it comes to 'hard to detect' unkind behaviour that sometimes takes place between children e.g. face pulling or name calling. These examples of unkind behaviour are often done in a very sly or underhand way, so we recognise that it is vital that we always have a 'listening ear' and if children come and 'tell' we investigate the reported incident fully.

When it comes to behaviour on the playground, staff attempt to intervene swiftly if a game is becoming boisterous or if a child is unhappy with the way the game is being played. If the game continues and children's safety or happiness is at risk, the situation will be dealt with using the system of sanctions. There are also pupil leaders called 'Thrive Ambassadors' who are there as support for their peers. Children can speak to a Thrive Ambassador should they be having difficulties at breaks and lunchtimes; they will then help the pupil to find the best solution to the issue, accessing adult support where needed.

### **Special Education Needs (SEND)**

At Lickhill Primary School, we recognise that effective behaviour management is inseparable from strong SEND provision and must sit in line with our whole-school policy framework. Our inclusive, trauma-informed, resolutions-focused approach uses the KASE framework (Knowledge, Attributes, Skills, Experiences) to develop pupils' subject mastery, resilience, and oracy while ensuring access to the full curriculum.

The SENCO leads SEND provision in partnership with class teachers, the Designated Safeguarding Lead (DSL), families, and external professionals, with EHCP targets shaping individual behaviour support plans alongside learning goals.

Universal strategies—clear routines, explicit modelling, visual supports, and cognitive-load reductions—are applied to all pupils, with personalised adjustments and, where needed, targeted behaviour plans for those with additional needs.

When incidents occur, staff respond consistently and with empathy, guided by the school's whole-school behaviour policy, safeguarding procedures, and equality duties; pupil voice is sought, and families and appropriate professionals are involved. Consequences are proportionate and carefully considered to avoid barriers to learning, and all incidents are reviewed to adapt supports.

Reviews are regular and collaborative, celebrating progress within our ethos of excellence, creativity, respect, community and integrity, and ensuring alignment with the school's policy suite on behaviour, SEND, safeguarding, online safety, and inclusion.

### **Dealing with instances of misbehaviour**

All children are clear with the expectations relating to their behaviour and have a clear list of these displayed in their learning environments (see appendix I). If we are told by another child that any behaviour which should result in moving on the values wheel has taken place, we will talk to the children concerned to investigate the matter and establish the whole story. It is important to make the distinction between 'telling' and 'telling tales'. 'Telling tales' is when children report behaviour of others that is not causing harm to anybody or anything; whereas 'telling' is when a child reports behaviour that is upsetting or causing harm to themselves or others.

If an incident of serious misbehaviour occurs staff will report it to a member of the SLT as soon as is possible and record the incident on CPOMS. Instances of unwanted behaviour will then

be dealt with by an appropriate member of staff. As a staff, we recognise the importance of applying any sanction fairly, calmly and consistently. Understanding the reasons for any misbehaviour is vitally important in dealing with it successfully.

### **Behaviour outside of school premises**

Sanctions will be applied where a pupil's behaviour, whilst off-site, has brought the school into disrepute such as on a school trip or on the way to or from school. This includes unhealthy online behaviour also.

### **Support in challenging circumstances**

It should be noted that on occasions pupils may display distressed behaviours due to extreme personal circumstances. Although the consequence remains fixed in line with this policy, staff dealing with such pupils will ensure that the right type of support is in place moving forwards.

### **Behaviour trackers**

Pupils may be placed on a behaviour tracker to help staff identify patterns of behaviour and where additional support may be needed.

### **Behaviour Support Plans (BSP)**

Pupils whose behaviour is deteriorating may be subject to a BSP. The aim of a BSP is to intervene and support a pupil in improving their behaviour and to try to avoid suspension or exclusion. The plan will be discussed with both the child and their parents. The BSP focuses on a pupil's strengths and areas of concern, and it also includes a set of targets for the pupil and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, SENDCo input, the Education Psychology Service, or School nurse, who may be able to offer extra targeted support for the pupil. Best endeavours will be made for reviews between school, home and the child to be held every 10 school days.

### **Pastoral Support Plan (PSP)**

Pupils who have challenges apart from, or alongside their behaviour, may be subject to a Pastoral Support Plan (PSP). For example, health issues affecting attendance and learning would be placed onto a Pastoral Support Plan which focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupil and builds in regular reviews. The PSP will consider all issues and set out an achievable and realistic support for the pupil to make their way back to full education. Like the BSP, several internal and external resources may be used.

### **Suspension & Exclusion**

Fixed term suspensions or permanent exclusion will only be used as a last resort, when the child's behaviour seriously affects his or her education and/or welfare, or that of others in the school. Please refer to the Central Region Schools Trust's Suspension and Exclusions Policy for further detail.

### **Search and Confiscation**

The Principal, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. However, only routine searches will take place in school. This could mean asking a pupil to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing. Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search. Any illegal or unauthorised materials will be confiscated and labelled. If consent is not given, then it is likely that the police will be called. Prohibited items are:

- Knives or weapons/bladed articles
- Alcohol
- Illegal drugs or legal highs
- e-cigarettes/vape pens
- Stolen items
- Tobacco or cigarette papers
- Cigarettes
- Cigarette lighters
- Matches
- Fireworks

- Pornographic images or material
- Recordings that would invade student and staff privacy
- Laser pens
- Any article that the member of staff 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).

This list however is not exhaustive. The school can also seize any item found which is considered to be harmful or detrimental to school discipline: this includes electronic images. In some circumstances, confiscated items may be available for pupils to take home at the end of the day, unless returning the confiscated item is deemed inappropriate or dangerous or when the confiscation is not a pupils' first offence. In these circumstances it may be necessary to contact parents/carers for their support and to arrange an appropriate time for them to collect any items that can be returned. Confiscated knives, weapons, items believed to be stolen or illegal will be passed on to the police or disposed of by the school. Bringing banned items into school may result in a fixed-term suspension or permanent exclusion.

### **Dealing with Bullying, Racist, Sexual and Homophobic incidents and Religious Intolerance**

We do not accept any reason for bullying, racist, sexual and/or homophobic incidents and are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying, racism and homophobic incidents of any kind will not be tolerated in our school. Anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All pupils must be aware of the distress these incidents can cause and not be mere bystanders. Any incidents will be recorded on CPOMS and dealt with accordingly.

### **Child on Child Abuse**

Child on Child abuse will not be tolerated at Lickhill and will be dealt with in accordance with the Safeguarding and Child Protection Policy and current Government guidance.

### **What is bullying?**

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.

### **Prevention**

The issue of bullying, racism, sexual and homophobic incidents/ issues will be raised with pupils at a number of levels. Keeping all pupils safe is a clear priority for our school.

- At a whole school level – through assemblies, themed weeks, pupil leadership, Governors and parent engagement.
- At classroom level – through curriculum learning.
- At an individual level – pupils who are 'victims' of bullying, racist, sexual and homophobic incidents will be offered additional support and guidance. Pupils who have instigated bullying, racist, sexual and homophobic incidents to others will be taught strategies to enable them to reflect on their unacceptable behaviour bringing change to their actions and prevent further incidents.

School recognises that there are particular times when pupils may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school.

Arrangements will be made to ensure that at such times support is put in place to reduce the risk of bullying, racist, sexual and homophobic incidents. Pupils will be positively encouraged to talk to staff about incidents of bullying, racist, sexual and homophobic incidents.

Parents who believe their children are the 'victims' of bullying, racist, sexual and homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future. Similarly, if parents believe that their children are instigating bullying, racist, sexual and homophobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring. Appendix 2 details the steps taken when an instance of bullying has been reported.

### **Bystanders**

Observers who feel powerless to do anything, for fear of being bullied themselves may be perceived as colluding with the bullying or ignoring it. School attempts to encourage an active stance and provide clear guidelines for children who witness such behaviour through the PSHE curriculum and Thrive sessions.

### **Bullying outside the school premises**

The school's policy encourages pupils to tell a parent/carer or member of school staff if incidents of bullying have taken place. Sometimes bullying occurs beyond school in terms of the time and location of the event(s). The bullying may be by pupils at the school, pupils at other schools, or people not at school at all. In certain circumstances, the school may take following steps:

- talk to and empower pupils about how to handle bullying outside the school premises;
- talk to the principal of another school whose pupils are bullying off the school premises;
- talk to providers of extended services;
- talk to the community police officer about problems in the local community.

### **Cyber-bullying**

Pupils are taught how, and encouraged to, use the Internet safely and online safety messages are regularly shared with the children during all lessons using Computing, PSHE lessons and during assemblies. More information can be found in the Online Safety Policy.

### **Positive Handling**

As a school we have a duty of care to all children and adults within the school. Therefore, occasionally, physical interventions are used in school by fully trained 'Team Teach' staff but only as a last resort.

Physical interventions are a small part of a broader range of positive handling strategies to address the needs of those whose behaviour presents a challenge. Physical techniques are based on providing the maximum amount of care, control and therapeutic support. Our key message is: 'we care about you and will keep you safe'. Any physical intervention has minimum force for the shortest time to ensure safety.

Although staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption, we focus on the interests of the child and in so doing reflect on these questions:

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

Any physical intervention follows specific protocol and procedures.

### **Malicious Allegations**

Pupils that are found to have made malicious allegations against a member of staff are likely to have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include suspension or permanent exclusion as well as a referral to the police if there are grounds for believing a criminal offence may have been committed. In September 2010, the Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997.

<https://www.legislation.gov.uk/ukpga/1997/40/contents> . The Principal will also consider the wellbeing needs of any staff accused of misconduct.

### **Monitoring**

Behaviour across the school is monitored daily by the Senior Leadership Team. The Principal's Report to Governors summarises the behaviour of the school and informs the Local Academy Governing Body.

**Review cycle of policy**

This policy will be reviewed in a timely manner as part of the policy review cycle.

**Policy Links**

The Relationships & Behaviour (including Anti-bullying) Policy is linked to the following policies:

- Suspension and Exclusions Policy
- Safeguarding and Children Protection Policy
- SEND and Inclusion Policy
- SEND Information Report
- Online Safety Policy

## Appendix 1

### Moving on the Five and Thrive wheel

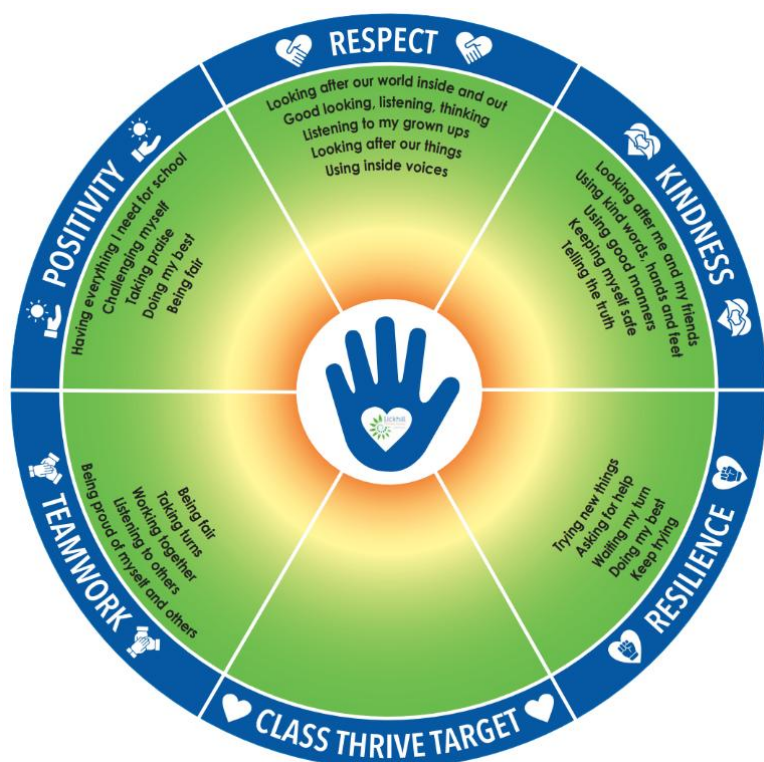
Pupils will move into green on the Five and Thrive wheel when they show positive examples of our school values. They will move into yellow or orange when they display negative examples of these behaviours. The wording on the wheels helps children to understand what positive examples of each of the values look like. Whilst the values remain the same, the language used on the wheel is adapted to reflect the age of the children. Children can continue to move around the wheel all day – there is no end point. Each day the wheel is reset with all the children starting in the centre, ensuring a fresh start. Each class will also display a whole class Thrive target on the Thrive segment of their wheel which is generated from their whole class Thrive screening – children are moved into green, yellow or orange zone accordingly on this too.

The language and wording on the wheels is at an age-appropriate level and also provides explicit positive examples of what each of these values looks like in life. Our staff are trained to explicitly articulate why a child is being rewarded for a particular value e.g. "Sam, I am moving you to green for RESPECT on the Five and Thrive Wheel because you were showing me you were ready to learn and listened well to instructions given." This approach embeds a deep understanding of what behaviours are expected.

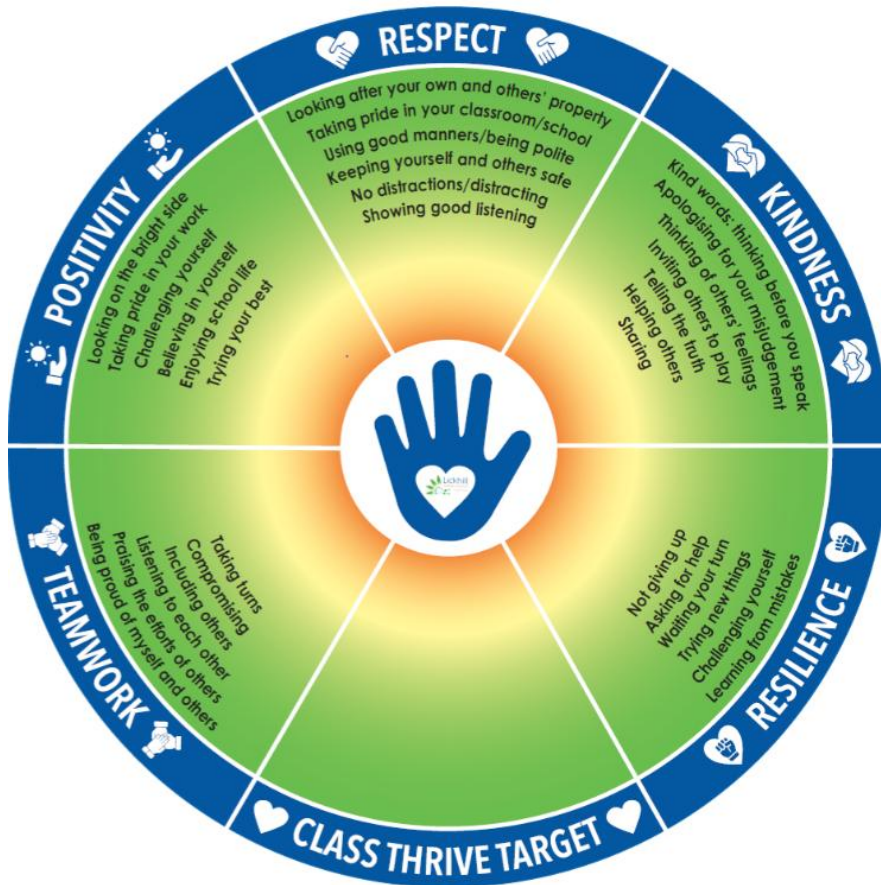
If a child is demonstrating negative behaviours, either in lessons or around school, they will be moved towards the centre of the board's yellow or orange area and be asked to take time to consider their behaviours. At this point, it is an opportunity to learn from their mistake and they will be given an opportunity to use the wheel to support them to show a positive example of that value. Staff are trained to help children bounce back to positive behaviours. For example, "Sam, taking your friend's ruler without asking was not a good example of kindness. I'll be keeping an eye to see you show me a good example of kindness so that we can get you back in green on the wheel." These areas are designed to be a 'short stay' with the emphasis being on supporting the child to return to positive behaviours quickly and praised for bouncing back.

When we are given opportunities to reflect and learn from our mistakes with a supportive model of how to achieve this, we are more likely to change these behaviours for good.

### Early Year Foundation Stage



Years 1 - 3



Years 4 - 6



Although our behaviour model focusses on 'bouncing back' and restoring positive behaviour choices, there will still be consequences for poor choices of behaviour. Consequences will vary depending upon the behaviour, the context, the age of the child, the severity of behaviour and the individual needs of a child. All children at Lickhill Primary School must abide by our behaviour policy, and all will be held accountable for poor behaviour choices in a fair, consistent way, with reasonable adjustments and safeguarding considerations for those with additional needs where appropriate.

To achieve fairness and continuity with our rewards and sanctions, the following are used as a guide. Teachers can use their professional judgement when giving a consequence to reflect the nature of the behaviour, the needs of the individual and the wider context. This is not designed to be a step-by-step list to work through but provides a guide for proportionate escalation. Some behaviours may jump straight to the orange consequences – for example, hurting someone, discriminative comments.

Green positive behaviour	Yellow display of negative behaviour warning	Orange persistent/extreme behaviour
Move on the value board	Pre- warning – quiet word reinforcing desired behaviour – no shame	Discussion with SLT Recorded on CPOMS
Verbal praise	Move to yellow on value chart	Removal from classroom
Visit to other teacher to share work	Verbal warning given	Loss of playtime – option to lose multiple playtimes/ lunchtime Behaviour reflection with SLT
Visit to SLT	5-minute time in – quiet space in class to reflect	Inform parents – phone call
Message home	Loss of playtime – behaviour reflection with adult	Parent meeting face to face
Value of the week certificate	Inform parents - end of day, Seesaw...	<u>Repeated or high-risk behaviours:</u> Behaviour Support Plan Suspension Exclusion

\*If yellow behaviour continues, or is clearly intentional, it becomes an orange consequence.

## Appendix 2

If a child or parent reports an instance of bullying to a member of staff the following procedure is implemented:

1) Some instances of bullying may turn out to be false or exaggerated; however all claims are treated seriously, and further enquiries are always made promptly. The class teacher of the 'victim' talks to the child and the 'perpetrator' of bullying type behaviour to establish the full facts of the case i.e. what things have happened, who did what, when things have happened, who else saw events etc. The accounts of all the people involved are listened to carefully as several pupils saying the same thing does not necessarily mean they are telling the truth.

If the 'perpetrator' of bullying type behaviour and the 'victim' are in different classes, the teachers of the 'perpetrator' of bullying type behaviour and the 'victim' need to discuss the incident before any further action is taken – as the class teacher may be aware of further information relating to the incident(s). It is important that a child is not labelled as a 'bully' so is described as the 'perpetrator'/doer of bullying type behaviour. Similarly, care is taken to avoid a child becoming labelled as a 'victim'. The incident(s) are recorded fully on CPOMS.

2) If bullying has taken place the 'perpetrator' of bullying type behaviour has an opportunity to reflect on their behaviour and will apologise to the 'victim' either verbally or in writing.

3) The class teacher along with a member of the SLT will speak to the parents/carers of the 'perpetrator' of bullying type behaviour to discuss their child's behaviour choices and the action that has been taken.

4) The class teacher and/or SLT member will contact the parents/carers of the 'victim' to explain what has happened, the action that has been taken and the action that will follow.

5) The class teacher checks with the 'victim' daily initially that bullying has stopped, after a couple of weeks this becomes a weekly check. To ensure bullying does not resume checks will continue on a half-termly basis.

6) The outcome of the incident and any meetings and follow up work will be recorded on CPOMS.

### Post Incident Response for 'victim's and 'perpetrators' of Bullying

We intend to offer a proactive, sympathetic and supportive response to the 'victims' of bullying, racist, sexual and homophobic incidents. Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include:

- Informing and involving parents
- Positive reinforcement that reporting the incident was the correct thing to do
- Empathy
- Strategies to stop future incidents
- Counselling
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

'Perpetrators' of bullying will also receive support with educating them to understand how their behaviour choices affect others and to support them to change their behaviour.