Positive Behaviour and Anti-Bullying Policy

2026-27

Reviewed – August 2026

Next review – August 2027

"All things are possible with God."
Mark 10:27

Mission Statement:

All things are possible with faith, understanding and forgiveness; everyone can flourish together.

At St Anne's we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

Moral of this story: *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend yet, make sure to acknowledge the fact that God is your best friend always!*

Vision:

We aim to create successful citizens of the future who have a growth mind set and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical enquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

Golden Values:
Community Faith Forgiveness Respect Perseverance

Bullying affects everyone, not just the bully and the victim. It also affects children who witness it and other children can become drawn into it through peer pressure. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely corrects itself.

It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse, internet abuse and violence are to be found within our society. Nobody, whether children or staff, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available in school.

Why is an Anti-bullying policy necessary?

At St Anne`s CE Lydgate Primary School, we believe that children have the right to learn in a supportive, caring and safe environment without fear of being bullied.

All schools, both large and small, contain a small number of children with the potential for bullying behaviour. If a school is well organised and vigilant, it can minimise the occurrence of bullying. Our curriculum promotes the importance of being a good citizen and it is made explicitly clear that bullying is a form of anti-social behaviour and will not be tolerated.

It is therefore important that St Anne`s CE Lydgate has a clear written policy to promote this, where both children and parents/guardians are fully aware that any reported incidents of bullying will be thoroughly investigated and dealt with firmly, fairly and promptly.

Bullying in the workplace in relation to staff is dealt with in a separate policy.

What is bullying?

Bullying can occur through several types of anti-social behaviour. It can be:

Physical: A child can be physically punched, kicked, hit, spat at etc.

Emotional: Someone being unfriendly, excluding, tormenting.

Verbal*:* Verbal abuse can take the form of persistent name-calling, sarcasm, spreading rumours, teasing, derogatory language, “banter.” It may be directed towards gender, ethnic origin, religion, physical/social disability, sexual orientation, personality etc.

Exclusion: A child can be bullied by being excluded from discussions/activities with those they believe to be their friends.

Damage to property or theft: Children may have their property damaged or stolen. Physical threats may be used to force a child to hand over their property.

Specific types of bullying include:

- **Homophobic bullying** based on your sexual orientation
- **Racist bullying** because of your skin colour
- **Religious bullying** because of your beliefs or faith.
- **Size-ist bullying** referring to your body size
- **Sexist bullying** focusing on you being of the opposite sex
- **Cyberbullying** targeting you online, often anonymously
- **Bullying because you are different**

Bullying can be a one-off or it can go on for a long time.

As a child: What can you do if you feel you are being bullied?

Remember that your silence is the bully`s greatest weapon!

- Be assertive – shout "NO!" Walk away confidently. Go straight to an adult you trust; you will get immediate support.
- Tell yourself that you do not deserve to be bullied and that it is wrong!
- Be proud of who you are – it is good to be an individual!
- Try not to show that you are upset. It is difficult but, a bully thrives on someone`s fear.
- Stay with a group of friends/people – there is safety in numbers.
- Fighting back may make things worse. Talk to an adult first.

As a child: What can you do if you know someone is being bullied?

- Take Action! Watching and doing nothing will look like you are siding with the bully. It makes the victim feel unhappier and on their own.
- If you feel you cannot get involved, tell an adult immediately! They will have a way of dealing with the bully without getting you into trouble.
- Do not be or pretend to be friends with a bully.

As a parent:

Look for unusual behaviour in your child. For example, they may suddenly not wish to attend school, feel ill regularly, find it hard to sleep or not complete work to their normal standard.
Always take an active role in your child`s education. Enquire how their day has gone, who they have spent their time with and how they spent the lunch hour etc.

If you feel that your child may be a victim of bullying behaviour, inform the school immediately. Your concerns will be taken seriously, investigated thoroughly and appropriate action will follow.
It is important that you advise your child not to fight back. It can make matters worse!
Tell your child that there is nothing wrong with them; it is not their fault that they are being bullied.

As a school:

- St Anne`s works hard to minimise opportunities for bullying with clear procedures and practices in place, including adequate supervision during unstructured times.
- Bullying is treated very seriously, and every possible action is taken to eradicate it from the school.
- The staff at St Anne`s encourage the children to treat everyone with respect and dignity.
- All classrooms have a Worry Box alongside Nibbles the Worry Monster where they can post concerns or worries for adults to look at.
- Photos of the safeguarding leads in school are displayed in each classroom so that children know who to speak to if they are worried or concerned.
- Opportunities are taken to discuss aspects of bullying and the appropriate way to interact with each other e.g. social interaction policy, PSHE, P4C, Collective Worship
- Issues are dealt with quickly, firmly and fairly and parents will be contacted where appropriate.
- Teaching materials and equipment are reviewed regularly to ensure they promote positive images of the protected characteristics.
- Children are encouraged to discuss positive attitudes towards others, what friendship means and the ways in which to politely disagree with someone`s opinions using P4C.
- Children who find social interaction difficult are supported within intervention groups and involved in activities such as Lego therapy, social stories, nurture groups.
- The school policy is reviewed and amended at least annually to ensure it is successful and fit for purpose.

Action to take when bullying is suspected:

If bullying is suspected we will speak to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, help, support and counselling is offered and given to both the victim and the bully.

We support victims in the following ways:

Offering an immediate opportunity to talk about the experience with a preferred adult. Assigning this person as a key point of contact who will check how things are going, initially daily.
Informing the victim`s parent/guardian and inviting them into school to discuss next steps.
Supporting the victim at key points throughout the day e.g. lunchtime, meet and greet in the morning if appropriate

We support bullies in the following ways:

Talking to them about what has happened to discover why they became involved.
Informing the bully`s parent/guardian and inviting them into school to discuss next steps.
Setting individual targets and a behaviour plan to try and modify this behaviour with adult support.

Offering intervention activities for the child to take part in such as Lego therapy, use of social stories, nurture club.
Accessing external support from relevant outside agencies and adding the child to our SEN register if appropriate.

If the bullying continues, the school will then begin to follow our Exclusion Policy.

Related Policies: Social Interaction, Exclusion.

Equal Opportunities

St Anne`s CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics."

The formulation of this policy is in line with the Equality Act.

Behaviour in classrooms and around school

Behaviour at playtime and lunchtime is taught to children using the play and lunchtime charters. Classroom expectations are set by classes, when they form their class charters. Class charters are linked to our school values.
Teachers are also expected to establish routines for activities that take place throughout the day, such as entry to the classroom, tidying up and beginning/ending lessons. Effective routines ensure that no learning time is lost.

Logging Incidents on Arbor

Behaviour incidents should be logged on Arbor and categorised as follows:

Level 1: Second Warning

In the first instance of a child making the 'wrong choice', teachers should give a subtle warning and outline expectations clearly. If this behaviour continues, a second warning is given and the child should pay back the time lost. In this time, the teacher should more formally reiterate expectations and log the incident on Arbor.

Level 2: Parent meeting with teacher/senior leader

This code is used where behaviour is persistent, and a child has not responded to the warning system. Other behaviours that would be classed as an immediate level 2 may include: hitting (not bullying), rough play, foul language, name calling, destruction of work and persistent behaviour contrary to expectations. Staff must log the incident on Arbor and ensure that parents have been informed. A Keep in Step should also be arranged.

Level 3: Bullying and other incidents *warranting internal exclusion*

This code is used for more serious incidents of bullying and may also include: assault, damage to property and persistent behaviour that warrants in internal exclusion. These incidents should be passed to Senior Leaders immediately and logged on Arbor.

Level 4 and 5

Level 4 and 5 codes are used for the most serious behaviours, which would warrant in fixed-term, or permanent exclusion. These decisions are made by the Senior Leadership Team, with the support of governors and FA1 Trust.

When making any behaviour logs, it is important that logs are accurate, objectively written and detail any follow ups. Where behaviour incidents are also safeguarding concerns, the incident should also be logged on CPOMS by the reporting member of staff.

Monitoring and Evaluation

Policy and practice are regularly evaluated. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback along with recommendations to inform future policy and planning with be given to all relevant parties.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy annually.

This policy links to the following policies and procedures:

- Use of restrictive interventions policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy