



## **Evergreen Primary Academy** **Positive Behaviour Policy**

### **What is acceptable behaviour?**

#### **General Statement**

This behaviour policy was written by Evergreen Citizens and encompasses the academy rules, values and core aims of the school. The core behaviour values at Evergreen are to be **safe, respectful and caring**. The academy is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-regulation, mutual respect resilience and self-esteem and these values are part of being an Evergreen Citizen. We encourage and praise good behaviour and help children to realise that this is the normal expectation. It is the expectation that the following is continually modelled by all the adults in our school:

- Take pride in our academy
- Remember to care for everyone's feelings
- Speak and listen respectfully to everyone
- Be truthful with yourself and others
- Respect the rules of our community
- Be positive in our approach to learning and communication with others

#### **Evergreen Citizen**

We aim to create a welcoming, respectful and compassionate learning community where all citizens are empowered to realise their potential in a challenging, aspirational and supportive environment, to develop into responsible global citizens with self-agency.

We do this by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
- Developing environmentally conscious citizens.
- Developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
- Developing critical thinkers, who are able to articulate their ideas in a confident manner.
- Developing a sense of responsibility.
- Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.
- We provide a calm, purposeful and safe school and welcome parents, the community and other organisations to join us in giving the best education possible.



## **A whole school approach**

We believe that every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. It is a dynamic approach to working with vulnerable and challenging children whose behaviour interrupts their own learning and others' learning. Our approach is as follows:

- All behaviour is communication – we need to understand what the children are trying to tell us, why and help them to manage their emotional responses in a socially acceptable way.
- We are firm but fair – there are clear consequences for actions but there is always time for calming and reflection.
- We are consistent in our application of the behaviour policy and in recognising those children that need additional support and encouragement.
- We place as much value on interventions to develop emotional and social literacy as we do interventions to develop literacy and numeracy skills.
- We celebrate and talk about other cultures, religions and beliefs.
- We recognise that our children have diverse backgrounds, life experiences and traditions and we value these and seek to learn from them.
- We recognise that we all make mistakes – we need to admit to them, accept them and help each other move on.
- We use the “I” word “I guess you are feeling sad/cross/ frustrated disappointed” “ I would feel..... if I were in your situation .
- Developing positive and rewarding relationships is the key to successful teaching.
- Our classrooms are safe and happy places for all children.
- We never raise our voice or get angry.
- All children need to be enabled to own and value their own learning and be taught the skills to self-assess and review.
- We recognise and value the uniqueness of each child and support them to recognise and develop their own skills talents and interests.
- We model our school values at all times and lead by example.
- All class-based learning is differentiated to meet the needs of groups and individuals so they can make good and outstanding progress.
- Quality first teaching involves the daily use of adaptable access strategies that develops the learner's independence.
- We understand that play develops the brain and recognise the importance of play to enable all children to develop skills for life.
- Raising the self-esteem of learners is fundamental to successful learning.
- We encourage the children to question and teach them the skills to ask deeper more probing questions and search for answers themselves.
- We encourage peer support and evaluation and value the skills that our pupils can share with each other in our daily lessons.
- We recognise the importance of developing the learning skills of all pupils
- Our school values are at the heart of all that we do and all that we say.











## **Behaviour graduated response**

At Evergreen we have a graduated response to behaviour using a staged process.

	<b>Components</b>	<b>Review</b>
<b>Stage 1 - Universal expectation</b>	Star behaviour chart Parent communication	Move to stage 2 if continual poor behaviour choices are evident. This will be monitored weekly using CPOMs and discussed with the class teacher.
<b>Stage 2</b>	Behaviour action plan implemented. Behaviour monitoring card implemented. Parent communication – behaviour monitoring card sent home weekly. Fortnightly review meetings. Graduated response to suspension: <ol style="list-style-type: none"> <li>1. Internal suspension</li> <li>2. Internal suspension at another CLF academy</li> <li>3. External suspension</li> </ol>	Move to stage 3 if no progress over a 6-week period.
<b>Stage 3</b>	Team around the child meeting to discuss concerns. Bespoke reward systems implemented. Bespoke support implemented. Possible Nest referral.	Move to stage 4 if no progress over a 6-week period.
<b>Stage 4</b>	EHCP application. EP referral Outreach to outside agencies (Bridge, etc) Nest placement.	

## Universal expectation - Star Chart

At Evergreen Primary Academy we operate a star system. In each class there is a wall chart made up of star and reminder levels.

EPA Star Chart		Ready to learn!	
Shooting Stars 			
5 Stars 		Reminder 1 (Opportunity to turn it around). 	
4 Stars 		Reminder 2 (Move within the class). 	
3 Stars 		Reminder 3 (Move to partner class, reflection at break or lunch and contact home). 	
2 Stars 			
1 Star 			

At the start of the day all the children will start the day on ready to learn. Children can be moved up the star chart for making positive behaviour choices and children can be moved down the star chart for making poor behaviour choices. The aim is for all the children to move up the chart and be on five stars by the end of the day. Once reached 'Shooting Stars', children will receive a raffle ticket to be stored in their 'shooting star' box. Children are then able to start the star chart again. This is so that there is no end to the positives that can be given to children. Each star earned in a day will contribute to a minute of star time at the end of a week to a maximum of 25 minutes per week. In addition, children who are on five stars or more will receive a star sticker at the end of the day.

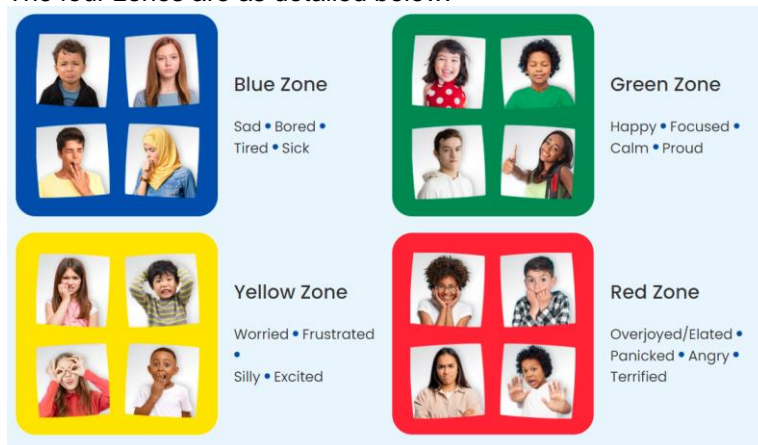
If a pupil is demonstrating a poor behaviour choice, a private reminder will be given to the child to make a good choice and adapt their behaviour. If necessary, a second private reminder will be given to the child will be moved to an alternative place within the classroom to continue their learning. If poor behaviour choices continue to be made, the child will be moved to a partner class or to the SLT office to continue their learning. As a consequence of these behaviours, the child will spend time reflecting out of their class for a period of ten minutes using a reflection sheet, their parent/carer will be informed at the

end of the day and this will be recorded on CPOMS.

At EPA, we use the Zones of regulation to support children regulate their emotions. The Zones of regulation enables all adults at Evergreen to use a shared language to discuss emotions. The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life. Using the Zones of regulation benefits our children by:

- Increased self-awareness and social and emotional skills
- A common language for communication, problem solving, and emotional understanding
- More time spent on learning instead of on behaviour management
- A healthier, more inclusive school climate

The four zones are as detailed below:



Our children have designated social-emotional learning opportunities to ensure that children are able to talk to adults about their feelings. We understand that this will support the children to understand that all feelings are ok and gives them tips to allow them to self-regulate.

## **Behaviour charter**

To support our children in understanding the consequences of their actions, the school community has developed a behaviour charter which outlines the consequences for common poor choices.

<b>Possible poor behaviour choices</b>	<b>First consequence</b>	<b>Repeated consequence</b>
Using unkind hands (including snatching and pushing)	Moving down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Saying unkind things to someone (including reference to someone's family or work they are completing)	Moving down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Talking unkindly about people when they are not there	Moving down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Laughing at someone to make fun of them	Moving down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Being a bystander (not standing up for someone in need)	Moving down the star chart	Spoken to by SLT
Ignoring adults (basic instructions)	Moving down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card

Answering an adult back	Moving down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Running in the classrooms or corridors	Moving down the star chart	Spoken to by SLT Loss of break or lunchtime
Pushing past someone	Move down the star chart	Spoken to by SLT Loss of break or lunchtime
Swinging on your chair	Move down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime
Calling out in class	Move down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Speaking over adults or other children	Move down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Distracting others in class	Move down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Not using our EPA manners	Move down the star chart	Spoken to by SLT Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Talking when you shouldn't be in assembly	Move down the star chart	Practise sitting quietly during a break or lunchtime
Lying	Moving down the star chart	Spoken to by SLT Parents spoken to

	Reflection with the class teacher about the context of the lie	Loss of break or lunchtime Possible behaviour monitor card
Ignoring adults (being unsafe)	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Leaving class without permission	Removal to SLT	Parents spoken to Loss of break or lunchtime Possible behaviour monitor card
Using swear words	Removal to SLT Parents spoken to	Possible suspension Behaviour monitoring card
Deliberately, physically hurting someone (including hitting, kicking, pushing, grabbing, smacking and slapping)	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Threatening someone	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Using discriminative language (including reference to race, religion, LGBTQ+ or any other of the protected characteristics)	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Stealing/theft	Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card
Not respecting the school environment or property	DEPENDENT ON SEVERITY Move down the star chart OR Removal to SLT Parents spoken to Possible suspension	Possible suspension Behaviour monitoring card





### **Additional support for managing behaviour**

We understand that all children are individuals. As a result, there will be times where a flexible and differentiated approach will be required to support individual needs. Where this is the case, the school will work with parents and carers to identify suitable strategies.

### **Behaviour monitoring cards**

Behaviour monitoring cards are used to monitor a child's behaviour. A meeting will be held with the child and their parents prior to the monitoring card being implemented. During this meeting, school will explain to the parents and the child why a behaviour monitoring card is necessary. The expectations for behaviour will be reinforced with the child. The behaviour monitoring cards will be reviewed with the child at the end of the week and positives and negatives discussed. A photo of the monitoring card will be sent to the parents at the end of the week on Classdojo. The parent review meeting will be held every three weeks.

Please tick ✓ or cross ✗ if learning completed for that session. Adult who signed to initial. Parents to be shown at the end of each week.									
Day	DERIC	Readers	Authors	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Comments
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

### **Behaviour for Learning strategies at Evergreen Primary Academy**

We believe that in order to engage in successful learning opportunities, our pupils need to take responsibility for their own behaviour, as well as that of others, and be able to understand what successful learners do in order to achieve their best.

To promote this, teachers teach the children skills of metacognition is actively monitor one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. These skills are taught under four distinct strands; activating learning, planning learning, questioning learning and self-evaluating learning.

### **Rewards for use of positive learning behaviours**



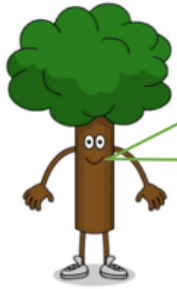
Each star earned throughout the week equates to one minute of star time at the end of the week. Children can therefore earn a maximum of 25 minutes of star time each week.

In celebration assembly each Friday, one child from each class will receive the following certificates: EPA citizen certificate, EPA metacognition certificate and star reader certificate.

In addition, children can anonymously nominate each other for a citizen award for someone who has shown the EPA school values that week. Each class can also nominate a child from another class who has shown the EPA school values.

At the end of each term, each class teacher will select one child from their class to receive an EPA citizen medal. This is given to someone who consistently shows the EPA school values.

Positive Behaviour Charter



We make lots of positive choices at Evergreen!

Ask children to join in games

Completion of EPA jobs

Independent study

Helping a partner if they are stuck

Calming down by yourself

Persevere even when it is hard to

Being kind to other year groups

Reading at school and at home

Helping others when they feel sad

Helping people on the playground

Good use of manners

Finishing learning to the BEST standard

Help an adult by cleaning up the classroom

Being respectful in the lunch hall

Helping an adult with a special job

Helping classroom peers with work

Kindness to a friend

safe  
resPectful  
cAring

Good choices =




Continued good choices =

1. Stickers
2. EPA Nomination
3. Message home on ClassDojo
4. Praise from SLT

## **Behaviour in the playground**

Pupil voice worked with the EPA citizens to create an EPA playground code of conduct.

<p><b>If I ...</b></p> <ul style="list-style-type: none"> <li>• am not respecting the play resources</li> <li>• answer back to a member of staff</li> <li>• am being unkind</li> </ul>	<p><b>I will ...</b></p> <p>be reminded what I should be doing.</p> 
<p><b>If I continue or if I ...</b></p> <ul style="list-style-type: none"> <li>• am being rude or ignoring a member of staff</li> <li>• hurt someone through rough play</li> </ul>	<p><b>I will ...</b></p> <p>go to the calm room for some reflection time to think about my behaviour. Mrs Vincent will help me.</p>
<p><b>If I continue or I ...</b></p> <ul style="list-style-type: none"> <li>• am fighting or swearing</li> <li>• my behaviour puts myself or someone else in danger</li> <li>• I am verbally abusing or threatening another person</li> </ul>	<p><b>I will ...</b></p> <p>be taken to the principal's office.</p> <p>I will miss my playtime and my parents may be called.</p>

## Child on Child Abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate).

All staff at Evergreen Primary recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical so repeated behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)



- Online/Cyber bullying • Prejudiced relating bullying • Sexual Violence, Sexual Harassment and Sexually Harmful behaviour
- Sexting sharing of nude or indecent (youth produced sexual imagery)
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation

This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim

**Bullying** is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered bullying, the behaviour must be aggressive and include the following:

- An imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people
- Repetition as these behaviours happen more than once or have the potential to happen more than once
- Actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Signs of Bullying**

A child may indicate by sign or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:



- Is reluctant to walk to or from school;
- Begs to be driven to or from school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Has possessions which are damaged or go missing;
- Comes home with clothes torn or books damaged/ mislaid;
- Comes home hungry (money/ lunch has been stolen or spoilt);
- Asks for money or starts stealing money;
- Has dinner or other monies continually “lost”;
- Tries to avoid going out to play at break or lunchtimes (remains close to an adult supervisor);
- Asks to move seats in class to avoid contact with certain other pupils;
- Stops eating;
- Becomes anxious, withdrawn or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep or has nightmares;
- Feels ill in the morning;
- Begins to make less effort with school work than previously;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Becomes short-tempered;
- Is exhibiting bullying behaviour towards or children or siblings;
- Is afraid to use the internet or mobile phone;
- Lack of eye contact;
- Change in attitude to people at home;
- If frightened to say what’s wrong; and
- Give improbable excuses for any of the above.

**Online bullying** is the use of technology (social networking, messaging, text messages, email, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:



- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

**Prejudiced related bullying** refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

**Sexting - the sharing of nude or indecent imagery (youth produced sexual imagery)** The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. These images may have been because of upskirting.

**Initiation/Hazing Hazing** is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of





trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

**Hate Crime** Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence. Hate crimes can include:

- Physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- Threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- Verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats

### **Recording of incidents**

A secure online tool called CPOMS is used to record all details relating to behaviour. The expectation is that the member of staff who has witnessed/dealt with an incident records this as objectively as possible and what the actions are as an outcome. They also link other children to look for suspected child on child abuse. As this system is also used for safeguarding and medical information we are able to monitor any connection with these. Other adults are also notified of these entries, such as the class teacher, SENCo and safeguarding lead. The principal is notified of all entries. The type of behaviour is listed under specific categories so that it can be monitored robustly.

### **Supporting emotional wellbeing of pupils**

In the Evergreen Community, we take active steps to support pupils who are experiencing strong emotions. We believe this is an effective strategy in promoting emotional development in children. When resolving behaviour incidents with pupils, we:

- Recognise the power and purpose of emotions
- Empathise with the feelings of the child
- Practise active listening in order to build rapport
- Are calm not anxious about the child's emotions, and see a way to problem solve
- Role model positive emotional states

Our emotional support of our pupils ensures that they understand:

- We all have feelings and need to recognise them in ourselves and others
- We are not alone and we are accepted, supported, cared about, understood, trustworthy and respected – this is then returned
- We are empowered and it is safe to engage in problem solving accepting we are part of the solution
- All feelings are normal and need to be regulated and expressed constructively
- Problems and conflicts can be solved peacefully



We also support our pupils with their emotional wellbeing through a range of direct and indirect activities. These activities are designed to build confidence, develop engagement in the world around them, enhance teamwork skills and provide a safe space and environment for them to talk about their feelings. These include:

- Counselling
- 1:1 mentoring
- 1:1 LSA support
- A Calm Room
- A Sensory Room
- Educational Visits
- Lunchtime clubs – Comic, Meditation, Exercise etc.
- Working with support organisations – Branch Up Active, Fareshare, Greggs, North Star Outreach, Empire Fighting Chance and alternative learning provisions etc.
- Educational Psychologist support

To ensure that we are able to effectively support the emotional wellbeing of our pupils, adults at Evergreen will endeavour to build trusting, respectful relationships with pupils. This recognises the fact that for some children we have to build positive relationships and trust in order to manage their emotions.

### **Positive Handling**

This policy should be read in conjunction with the academy policy on Positive Handling information on the use of reasonable force to control or restrain pupils.

### **Procedures for dealing with incidents of Bullying**

Evergreen Primary Academy uses a four-stage approach for dealing with incidents of bullying:

All staff should adopt a positive mind set when responding to bullying concerns and have options for how to respond to incidents of bullying in a planned, deliberate and positive way.

- **Stage 1 Interventions & Support**
- The category 'suspected bullying' is put on CPOMs when entering an incident
- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.



- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.
- To ensue regular feedback is given on agreed actions.



## **Stage 2 Interventions & Support**

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess on-going effectiveness of agreed actions.

## **Stage 3 Interventions & Support**

Interventions at Level 3 will involve the Safeguarding Lead, SENCO, and other senior leaders, in collaboration with pupil(s) and parents to determine the way forward in affecting change.

An individual Risk Assessment procedure may be used which will determine a plan of intervention and risk management that will be communicated to all.

At this stage multi-agency discussion may involve ELB Services and other external support agencies such as Barnardos.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions will require one-to-one meetings, small group work and whole class involvement.

## **Stage 4 Interventions & Support**

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of the pupils involved.

Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked.

In addition to safeguarding procedures and practices including referral to external support services, this may include referral to the educational psychologist through the Code of Practice. The school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.



## **RESPONSIBILITIES OF ALL STAKEHOLDERS.**

### **The Responsibilities of Staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (name of teacher and post, eg our designated teacher for child protection/head of pastoral care).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- *Anyone who becomes the target of bullies should:*
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents**



We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (name of a member of staff/specific post in school/their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying

### **Being Vigilant**

Staff need to be vigilant as some parts of the academy premises are considerably more likely to be the locations where bullying behaviour takes place;

- Toilet areas
- The playground
- Areas hidden from the main part of the academy

### **Training**

All staff receive training every year on safeguarding and procedure for dealing with behaviour at EPA