



# Behaviour Policy

Incorporating Anti-Bullying Policy (annex 1)

Status: Statutory

Date Approved: April 2025

Review Date: September 2026

**Policies are approved and ratified by the Full Governing Body and the approval of policies are recorded within the minutes of the meetings.**

## Vision



*Encouraging everyone's  
light to shine!* Matthew 5:16

All the policies of Essendon C of E Primary School reflect the school's values, vision and aims.

## Our Core Values

The school's Going for Gold values underpin the learning behaviours which we aim to develop and nurture. These enable us to ensure that every member of the school community is able to realise the vision.



## Aims

Our behaviour policy aims to:

- support the understanding of the Going for Gold values and school vision
- recognise and celebrate positive behaviours
- enable all pupils to realise the school vision, thus meeting their full potential
- ensure consistency and high expectations throughout the school
- offer a supportive framework where all pupils are recognised and celebrated
- develop children's spiritual, moral, social and cultural values and understanding
- develop self-discipline and tolerance and understanding towards others.

## **Governing Body's statement of general principles**

The Governing Body has agreed the following general principles which the school's leadership team should take into account when determining the measures to be taken to promote good behaviour at Essendon:

- as a caring, inclusive, Christian school, we believe in using positive behaviour management strategies to promote healthy relationships;
- pupils should be encouraged to take responsibility for their own behaviour including developing self-awareness and reflecting on their own behaviour, considering for themselves whether they have made good choices;
- pupils should be praised when they make good choices and their successes should be celebrated (the way in which different children prefer to have their successes celebrated will vary);
- pupils should be encouraged to develop an appreciation of the benefits of consistently pro-social behaviour, both for them and for the whole community;
- it is important for the success and well-being of all staff and pupils that everyone is treated with respect;
- everyone makes poor choices from time to time and forgiveness is important;
- where re-direction or a consequence for inappropriate behaviour is required, this should be proportionate to the age of the pupil and the nature of the behaviour, consistently applied and constructive;
- generally, all pupils should be treated in the same way regardless of their background or personal circumstances and the school's Behaviour Policy will meet the needs of the vast majority of pupils. However, for some individuals, a personalised behaviour plan might be necessary owing to the pupil's special or additional needs.

## **Rights and Responsibilities**

At Essendon School, we believe every member of our school community has three undeniable rights which underpin this policy:

- The right to learn
- The right to feel safe
- The right to be treated with respect

Underpinning these rights are the responsibilities that emerge as a consequence:

- The responsibility to try our best, using the Going for Gold values
- The responsibility to conduct ourselves safely
- The responsibility to treat others with respect and kindness

## Home-School Partnerships

Parents and carers have a vital role in promoting good behaviour in school; establishing positive relationships is a priority.

The school will endeavour to achieve positive home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comments on their child's learning and behaviour through regular interactions and parent consultations through the academic year
- encouraging parents to come into school for a range of events
- keeping parents informed of school activities by letter, newsletter, website and social media
- involving parents at an early stage in any matters related to behaviour

We expect parents:

- to keep us informed of changes to their child's behaviour at home
- to inform us of any trauma which may affect their child's readiness to learn or behaviour at school, e.g. – death in the family
- to inform us about their child's ill health and any absences connected with it

## Recording behaviour concerns/incidents

Our primary source of audit trail & evidence regarding behavioural and pastoral incidents is through CPOMS. Our behaviour procedures outline the process for recording behaviour on CPOMS. Following any incident, a CPOMS log should be recorded by the adult who was first involved in dealing with the behaviour. Adults should not assume that another member of staff will complete an entry. If more than one adult has been involved in dealing with a behavioural incident, they must ensure that afterwards everyone is clear as to who will take responsibility for completing the CPOMS entry.

If an incident has been escalated to a member of SLT, they will be able to add further detail in a separate log entry if they deem it necessary to do so.

All CPOMS entries should contain specific details, including date, time, place, individuals involved, the specific language used, and detail regarding the behaviour and those likely to have been affected by it. If additional paperwork has been completed, this should be photographed/scanned and attached to the log entry. If a child leaves Essendon School and changes school, relevant CPOMS logs can be shared with the Safeguarding Lead at the next school.

## Monitoring

All teaching staff are responsible for monitoring the behaviour in their class and all staff in the school as a whole. The leadership team reviews behaviour records on a termly basis as part of the Pupil Progress and Provision Mapping process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every two years.

## Going for Gold – our rewards and expectations framework



In order to provide a framework for behaviour expectations which is understood by pupils and all staff, our behaviour procedures are built around the theme of Going for Gold. This recognises all aspects of pupils' achievements and celebrations in many different ways. Our Going for Gold framework enables pupils to share significant achievements in all areas. We also have a range of rewards from individual, group and whole class.

The Going for Gold continuum (below) is displayed in all classes. Within this framework, there are several opportunities to recognise, reward and celebrate pupils' achievements. A more detailed internal behaviour procedures document is used to ensure that there is consistency in the way incidents are recorded and managed in school.

**GOLD**  
You are Gold! This is what we always aspire to achieve. Your hard work and efforts have been recognised. Well done!

**SILVER**  
You are certainly Going for Gold! You are achieving great things and are exceeding expectations. Great job – you should be very proud of this achievement.

**BRONZE**  
This is where we expect everybody to be. You are showing the Creswick Super-powers and our Going for Gold values. Keep it up!

Going for *Gold*

The graphic features three award ribbons: Gold (yellow star), Silver (white star), and Bronze (orange star). Each ribbon has a circular seal with a star and the word 'GOING FOR GOLD' around it. The background is black with gold stars.

**Putting things right!**  
We want everybody to Go for **Gold**. Sometimes we get things wrong and need a reminder.

**1** You are preventing yourself and others from learning. Let's change this to put things right!

**2** Your behaviour is disruptive and is causing concern. A consequence **will** be issued.

**3** This behaviour is unacceptable. A consequence **will** be issued and your parents will be informed.

**4** This behaviour is totally unacceptable. We will need to invite parents/carers for a meeting. A serious consequence **will** be issued.

For continued or more serious unacceptable behaviour, the school will issue more serious consequences.

The graphic features four numbered steps in colored boxes: 1 (yellow), 2 (orange), 3 (red-orange), and 4 (red). Each step is accompanied by a text box explaining the consequence. The background is black with gold stars.

## Consequences

Class teachers use a variety of visual cues and systems to promote positive behaviour and inform children when their behaviour is having a negative effect on their learning and the learning of others. All systems adopted help give children ownership of their behavioural choices and give children the opportunity to redeem themselves.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, taking into account the context of the situation and the children involved, allowing children time to reflect.

Our internal behaviour procedures outline a range of consequences linked to varying degrees of behaviour. All cases are dealt with based on their own set of circumstances; however, our aim is always to be consistent, equitable and transparent. These consequences are restorative and appropriate to the misdemeanour, allowing pupils to reflect and improve their behaviour.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils

## Suspensions and Exclusions

In exceptional circumstances, where other strategies, consequences, mitigated risks have been explored and exhausted, a suspension or permanent exclusion may be necessary. A series of fixed term suspensions could result in **Permanent Exclusion**, Parents/carers have the right to appeal to the Governing Body regarding any suspension or exclusion. This procedure may be accelerated if the behaviour is seen to be dangerous to the perpetrator and/or other children.

## SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external professionals, specialist teachers, the behaviour outreach team, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a Risk Reduction Plan and review it on a regular basis.

At Essendon, we use a therapeutic approach to support our behaviour with an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline and on care and control not punishment.

# Annex 1: Anti-bullying Policy

## Introduction

In keeping with our school vision of encouraging everyone's light to shine brightly, we believe that every member of our school community has an important part to play in ensuring everybody feels respected and valued. In order to achieve this, we speak openly about and celebrate difference. Our Going for Gold values support us to achieve this. We believe that everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and caring community.

## Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

## 1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic)
- Special educational needs or disability (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

## **2. Reporting bullying**

### **Staff**

- Staff have a duty to challenge all forms of bullying including sexist, racist, homophobic or any other bullying or language.
- Any incident involving the use of bullying language should be fully investigated and recorded on CPOMS.
- Where, following investigation, it transpires that such language has been used without intending to be hurtful (for example where a pupil has repeated a phrase or word they have heard at home without understanding what it means) this should be dealt with under the school's Behaviour Policy and consequence work should be undertaken with the pupil and logged in accordance with the Behaviour Policy.
- Where, following investigation, it transpires that the incident was intended to be hurtful and meets the bullying definition threshold in Section 1, the incident will be referred to a member of the Senior Leadership Team who will respond as set out in Section 3.

### **Families**

- Families also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration) which they should report to the school by speaking to either their child's class teacher or a member of the Senior Leadership Team as appropriate.

### **Pupils**

- Pupils are encouraged to speak out on their own behalf if they are being bullied or on behalf of someone else if they are aware of an incident involving bullying.
- Pupils are reminded regularly what it means to be a 'bystander' and that this is never acceptable.
- Pupils are encouraged to report any bullying related incident to a member of staff.
- Pupils are encouraged to support any victim of bullying.

### **3. Responding to bullying**

When, following an investigation, bullying has been found to have occurred, the following actions will be taken:

1. Staff will record the incident on CPOMS and alert relevant members of staff. The incident will also be logged on SIMS.
2. Support will be offered to the target of the bullying. Support will vary depending on the nature of the incident and the wishes of the victim but could include: the use of a restorative programme with the perpetrator; protective behaviours or self-esteem programme; social skills or friendship programme; pastoral or nurture programme; peer mentoring or buddying and time to talk or counselling services.
3. Staff will proactively respond to the bully who may require support from the Inclusion Team, class based or peer-based.
4. Families of the perpetrator and the victim will be notified, and they will be informed of the support planned.
5. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
6. The Designated Persons, monitor bullying incident reporting on CPOMS, analysing the results.
7. The Headteacher reports to the Governing Body on a termly basis.

### **4. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying means that it can impact on pupils' wellbeing beyond the school day. Staff, families, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

### **5. Prejudice based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school.

Where a prejudice-based incident has occurred, the Senior Leadership Team will consider whether an individual, class based or whole school initiative is needed to address the underlying prejudice. Any prejudice-based incidents are monitored by the Senior Designated Persons and report termly to the Governing Body by the Headteacher.

## **6. School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use pupil-friendly anti-bullying posters and displays to remind children what constitutes bullying and what to do if they are the victim of or witness bullying of any kind.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the Worship Group and the School Council.
- Working with families to tackle bullying where appropriate.

## **7. Training**

The Headteacher is responsible for ensuring that all school staff (including governors and volunteers) receive regular training on all aspects of the anti-bullying policy.

## **8. Monitoring the policy**

The Headteacher is responsible for monitoring the policy on a day-to-day basis; for ensuring that all staff are following this policy and that recorded data on bullying is recorded, analysed and any trends noted and reported.

## **9. Evaluating and reviewing**

The Governing Body is responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks, focus groups with pupils and attendance at School Council meetings. If further improvements are identified, the policy will be reviewed and updated before the usual review cycle date.