

# St Teresa's Catholic Primary School



## Positive Behaviour Policy

(How we use TPC, MHM and Inclusive strategies to promote good behaviour, self-esteem and self-discipline in our pupils)

**READY RESPECT SAFE**

Reviewed by Governing Body and staff

Autumn Term 2025

# St Teresa's Catholic Primary School

## MISSION STATEMENT:

### ***A welcoming family of God, growing and achieving together with Jesus at our side***

In line with our school mission statement, it is fundamental to us at St Teresa's that we are committed to being an inclusive and therapeutic school where all children and adults can thrive. Our vision is that everyone feels:

- Safe in their relationships and environment
- Included and supported, regardless of need or neurotype
- Connected, with trusting, positive relationships
- Empowered to regulate their emotions and succeed academically and socially

As a welcoming family of God, here at St Teresa's we continue to strive to be a school which:

- Has a sense of community
- Provides equal opportunities
- Offers partnership between school parents and parish
- Reflects upon the teachings of Christ and puts them into practice
- Values all members of the school community
- Its members show respect for themselves and each other
- Is a caring community.

### **Introduction**

St Teresa's is a safe, nurturing and inclusive community where wellbeing, positive relationships and emotional regulation are prioritised. We recognise that behaviour is communication, and we respond through therapeutic, relational and developmentally informed practice.

Our positive behaviour approach is grounded in: TPC – Teaching Positive Connections, My Happy Mind (neuroscience, self-esteem & wellbeing), Trauma-informed and attachment-aware practice as well as Inclusive and neurodiversity-affirming strategies. All staff at St Teresa's aim to ensure every child feels safe, valued and connected so they are ready to learn, regulate and flourish.

**This is message is reinforced constantly through our simple value**

**At St Teresa's we are  
Ready to learn  
Respectful  
Safe**

**READY    RESPECT    SAFE**

## **St Teresa's Catholic Primary School**

We believe that discipline and positive behaviour should develop from within the child and that self-regulation and respect are at the heart of good behaviour. We aim to encourage self-discipline rather than a set of imposed rules, to allow children to learn what appropriate behaviour is and to take responsibility for their own choices through. Staff are equipped with the knowledge, understanding and attributes to support all of our children on their journey to good behaviour and self-discipline, through:

- Focusing on building relationships first – Connection precedes correction.
  - Understanding that behaviour is communication – We respond with curiosity and empathy.
  - Supporting through co-regulation before expectation – Children need regulated adults.
  - Inclusive practice underpins all that we do – Equity over equality; personalised support for all.
  - Strength-Based Approach – We build on what children can do.
  - Therapeutic Responses Over Punishment – We restore, not shame.
  - Consistency with Compassion – Clear boundaries delivered kindly.
- Acting as role models, demonstrating attributes we wish to encourage  
Children are expected to treat each other and the school staff with respect because they know this is the right way to behave.

### **Policy Aims**

- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change

- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach

<p><b>What is TPC (Teaching Positive Connections)?</b>          TPC is central to our school's culture and is used by all staff consistently. TPC is a relational approach that teaches children how to form, maintain and repair positive connections with adults and peers. It emphasises:</p>
<p><b>1. Connection Before Correction</b>          We know that children learn best when they feel connected, safe and supported. Staff use warm, attuned interactions to build relational safety.</p>
<p><b>2. Explicit Teaching of Connection Skills</b>          We teach:          using kind words          taking turns          empathy and perspective-taking          solving problems together          repairing hurt feelings          recognising strengths in others          These skills are modelled, practised, and reinforced daily.</p>
<p><b>3. Emotion Coaching Through Connection</b>          Staff use attuned, validating language to help children understand and express emotions safely.</p>
<p><b>4. Positive Reinforcement Through Relationship</b>          We promote positive behaviour by strengthening trust, celebrating effort and noticing pro-social behaviour.</p>
<p><b>5. Collaborative Problem Solving</b>          When conflict occurs, we guide children through reflection and re-connection, not punishment.</p>

## **5. My Happy Mind and Neuroscience in Practice.**

MHM is our whole-school RSHE and wellbeing scheme which uses a science-based curriculum to help children understand their brain, build confidence, learn to manage emotions, and develop skills like gratitude and friendship. We integrate My Happy Mind across the whole school to underpin emotional literacy and regulation and to build preventative habits for all children. These tools align naturally with TPC as both focus on connection, emotional safety and brain-based approaches.

**Meet Your Brain** – children understand how their brain works

**Celebrate** – building self-esteem through identifying strengths

**Appreciate** – gratitude and positivity practices

**Find Your Happy Breathing** – mindfulness and calming

**Relate** – understanding relationships and empathy

## **6. Inclusive School Strategies**

We ensure all children feel they belong and can access learning.

### **a. Universal Inclusive Strategies**

- Visual timetables and predictable routines
- Emotion check-ins
- Calm corners and regulation spaces
- Clear, consistent expectations
- Strength-based feedback
- Restorative approaches
- Quiet, sensory-friendly options
- Reduced language for overwhelmed children

### **b. Neurodiversity-Affirming Approaches**

- We recognise different ways of thinking and communicating:
- Alternative communication tools
- Flexible seating
- Sensory breaks and movement
- Choice of regulation strategies
- Visual supports and structured choices

### **c. Trauma-Informed & Attachment-Aware Practice**

- Warm, attuned adult presence
- Predictability and routine
- Low-volume responses to dysregulation
- Ensuring children experience feeling safe

#### **d. Differentiated Behaviour Support**

- Personalised regulation/support plans
- Targeted small-group interventions
- Individualised transitions
- Key adults for pupils needing relational consistency

### **Behaviour management**

Our behaviour management system underpins this ethos and helps children develop an understanding of how their actions affect others. As a school, it must be our primary goal to instil in our children the need and benefits of appropriate behaviour and the need for a safe and secure environment for everyone in the school. Our approach must always be positive and consistent. There will always be an expectation of mutual respect between all members of the school community. The Head teacher and Governors have a critical role in identifying and developing values and expectations that are shared by pupils, parents and staff. All members of the school leaderships team have a responsibility to lead by example.

### **Responsibilities**

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. Ensuring all staff have the appropriate therapeutic training and will respond with connection and not disconnection to an incident. This will ensure children feel safe in the care of our adults and reduce the feeling of rejection. This approach considers the complexities that arise with attachment disorder and childhood trauma as well as child development, helping to maintain trust between our children and staff. We expect that the member of staff who is involved with the child(ren) when the behaviour is occurring to be the person to follow through our behaviour policy to further create a feeling of security and trust with the children.

### **Procedure**

Our behaviour policy is based on scientific childhood-trauma, neuroscience and child development theory as well as the therapeutic teaching approach. It takes into account all of our children and their circumstances and is particularly sensitive to the needs of our more vulnerable children whom we recognise are more likely to struggle with their behaviour. This procedure aims to help children calm down, self-regulate and reflect on their feelings which in turn will then help them to manage their behaviour. We recognise that all behaviour is a result of a difficult feeling.

## Behaviour Expectations

We teach expectations explicitly and positively:

**Be Ready** - Transitions, routines and regulation strategies support readiness.

**Be Respectful** - Connected, relational teaching ensures children understand what respect looks, sounds and feels like.

**Be Safe** - Adults enable safety through co-regulation, connection and supportive adjustments.

**Reasonable Adjustments:** We adapt to children's individual needs, including: Sensory regulation support, adjusted expectations, extra processing time, targeted coaching in social and emotional skills, visual and communication aids, support is equitable and personalised.

These expectations are taught and revisited regularly using TPC relational scripts as follows.

Supporting Regulation (Connected Regulation Response) When a child is dysregulated, adults use the following sequence:
1. Connect Warm tone, calm body language Validate feelings Offer proximity without pressure
2. Co-Regulate Use My Happy Mind strategies (breathing, grounding) Use sensory tools or calming spaces Reduce demands or language
3. Teach Positive Connection Skills Once calm, adults help children: understand the emotion identify their needs practise positive connection skills reflect on how to repair relationships
4. Reconnect and Restore We help rebuild relationships through restorative conversations and TPC language.

### Step One: Therapeutic Response Given

Staff will respond to a child's difficult feeling or behaviour incident calmly using a therapeutic response. They will follow the above steps and help the child to understand how they are feeling. This will help the child feel understood, noticed

and heard. We acknowledge that although the child may have made a mistake or done something wrong, we are aware that there was a trigger to make this happen and that is often an overwhelming feeling. We need to help the children to recognise and understand this before we focus on the behaviour incident.

### **Step Two: Boundary**

In response to difficult behaviour, we will put a boundary in place. This will either be in the form of a responsibility, whereby we ask the child to make amends for what they have done by picking up what they have broken and fixing it for example or helping put things right. Or a limitation will be put in place, where something they were going to get is taken away. Such as iPad time or football. We are aware that sometimes a child will need some calm time or thinking time (Step three) before they can fulfil the responsibility, we have asked them to do.

### **Step Three: Calm Time**

We are aware that when children display difficult behaviour, they are often also experiencing overwhelming feelings. At St Teresa's we want to teach the children how to calm down and manage their big emotions. We may ask the children to have some calm time to help them to do this. Children will be able to listen to calming music, do some quiet reading or construction to help them learn to self-regulate and manage their emotions. We acknowledge that children need to feel calm enough before they can learn how to change their behaviour and react differently next time.

In the event of a child who is extremely overwhelmed, kicking, hurting others and very angry, we will help the child to calm down through using therapeutic thinking time. This replaces the conventional time out. Thinking time is where one of our members of staff will sit with the child and calmly count to 20. They stay with the child throughout this process to help them regulate their emotions. This is not a punishment whereby we reject the child and send them away, instead we sit with them and help them to manage the very overwhelming feelings. Children will be expected to sit with the member of staff until they have finished counting to 20 without fighting or moving away. This is not a confrontational method and will respect that the child is already angry. When the child has calmed down, they will be offered some further calm-time before asking them to make amends for their behaviour through a limitation or responsibility (as mentioned above).

### **Step Four: Consistency**

This approach will be followed by every member of staff in school and appropriate training will be given. Children at St Teresa's deserve to feel safe and secure, especially when they find a situation or feeling hard for them in school. We aim to ensure our approach is consistent to communicate that we are here to support them both academically and emotionally. This is part of their PHSE development and will help them to develop positive wellbeing and mental health.

## **Internal Reflection space (Exclusion process)**

In some cases of exceptionally difficult behaviour, we will provide internal calm-time space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to calm down. Our Reflection Space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period of time which will be decided by the Head Teacher.

At school we have simple, clear expectations of behaviour throughout, these expectations are displayed clearly in each class and time is spent each half term during Assembly revisiting why we have these expectations and the importance of our commitment to them as a whole school. This policy also reflects new DFE advice on good behaviour (updated October 2022) and links to the separate school Routines and Procedures document.

We are also a trauma aware school and set up our learning environment to encourage pupils to self-regulate and seek help when needed. We ensure that all pupils get the support that they need to support them through times of challenging behaviours.

## **Rules and Boundaries**

At the core of our behaviour rules is our Golden rule:

**“We treat others how we want to be treated”** Teachers will work with their class at the start of each school year to remind children about school expectations and boundaries. In order to foster positive links with families, we will continue to send a Home School Agreement home to parents at the beginning of each school year, stating clear expectations from the school, child and parental perspective. They are to be returned to school when signed and kept by class teachers and used as a reminder for positive, appropriate behaviour from the children should it be needed.

- All rules and boundaries are communicated regularly to children and displayed in classrooms
- Rules are communicated through connective language and are aimed to build a relationship culture within the classroom/school
- Rules are framed positively to maintain connection such as “We look after each other”, “We respect each other”, “We listen to each other”, “We keep each other safe”

- We refrain from using the buzz words 'no', 'don't', 'can't and 'stop' because we are aware that these words can often shut down a child causing them to respond with defence and can result in their rational brain being unable to learn from the support given

## **Reward Systems**

At St Teresa's we will have a wide range of appropriate rewards and sanctions and ensure that they are applied fairly and consistently by all staff. Praise will be used to motivate and encourage pupils and staff will ensure that pupils understand the behaviour that is expected from them.

Rewards include:

- Positive, marking system
  - Praise and encouragement
  - Stickers, stamps, smiley face charts, Dojos
  - Head teacher's sticker/ awards
  - Star of the Week certificates
  - Role Model badges
  - Bespoke report / daily charts to encourage self discipline
  - Bespoke praise, rewards, goals
- 
- Rewards are given in real-time in most situations, we avoid using rewards as a bargaining tool for behaviour. Instead, we offer real-time rewards such as stickers on books when we see good work/ good behaviour and verbal positive acknowledgements "You have worked really hard on that."
  - We acknowledge positive behaviour and working hard with reflection rather than reward to reinforce reflective thinkers who want to achieve for themselves and not for a reward.  
"Abdul you worked on that, even though it was a challenge for you at first."
  - We use appreciative comments with the children which are specific to the child and creates a feeling of respect and value. Adam thank you for sitting calmly today"
  - We acknowledge positive changes to behaviour, emotional intelligence skills and empathy with our weekly behaviour award. This acknowledges when children have worked hard to use self-regulation skills taught in their PHSE lessons and as a response to therapeutic teaching support from the staff after behavioural incidents

## **Behaviour outside the school gates**

Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside school. This could include taking part in school organised trips, travelling to and from school with or without wearing school uniform. The Headteacher also has the power to discipline a pupil of the school outside of the school grounds when it is clear they are a member of St Teresa's – either when representing school elsewhere or when wearing school uniform.

Even if the above conditions are not satisfied, a teacher may still discipline a child if their behaviour is such that it:

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

## **Parental Support**

One of the most effective strategies in promoting good behaviour is when the school and parents work closely together.

Parents will be contacted where there are concerns and ways of supporting the child together will be discussed.

If needed, we will contact you to arrange a meeting with the Class Teacher, Senior Management Team or Head Teacher to look at ways in which your child's behaviour can be improved or supported in school. Notes and actions from these meetings will be recorded on our school Working Together Document and parents are asked to sign this as a true record of the meeting.

If parents have any concerns or there are changes in family circumstances that may affect behaviour, they should contact the school. School staff will identify areas of children's emotional literacy that would benefit from support and additional support when needed.

## **Consequences (beyond the Therapeutic approach)**

St Teresa's has a clear and consistent procedure and consequences appropriate to the behaviour displayed, needs of the individual, overall disruption to learning, respect to staff and safety of others. These are understood by all and if needed, will be applied consistently and fairly.

As a school we want to focus on the positive aspects of school life. However, we understand inappropriate behaviour may be displayed by some children and, as staff, we will strive to deal with these situations in a proactive rather than reactive way. Pupils will be made aware of sanctions that will be applied for poor behaviour choices by the class teacher or member of staff dealing with the issue. Whenever possible, we strive to give same day sanctions with the thought that every day is a fresh start. However, this may not always be possible in the case of a KS2 child

making wrong choices late in the afternoon where it is unavoidable to leave the sanction to the following day. (For example, missed playtime the following morning)

**Reflection Sheet** The purpose of the reflection sheet is for the child/or children to talk through the incident with an adult and reflect on what they could have done differently. There is always an opportunity for each child to give their version of events and to apologise/ accept an apology.

#### 'Great to be on gold' charts

In each classroom is a coloured coded reflection chart whereby children are moved up/down. This is give positive praise when expected or more behaviour is being displayed or ,if needed, a reminder to the individual with reflection cues following MHM/TPC strategies to support the children in their self-discipline. A child is given verbal warnings before being moved down to orange reflection (This is where the child is asked to reflect on their own behaviour). If behaviour continues, the child is asked to reflect with an adult, possibly away from class to return with an improved and productive mind-set. At St Teresa's, we know that space away from peers to regulate can be very useful to all learners. Senior Leadership and Governors have the upmost trust in our staff to deal with low-level behaviour proactively and positively.

#### Dysregulated and disconnected behaviour

A child who displays dysregulated behaviour will be dealt with by the class teacher initially. However, if the behaviour progresses or is consistent then a phone call home to parents will be made by Miss Thompson (Behaviour Lead), Mrs Wright (Deputy Head) or Mrs Brookes (Headteacher). Parents will be informed of the behaviour and invited into school to discuss support for the child. Notes will be taken and parents will be asked to sign a 'Working Together' Document to ensure everyone agrees what has been discussed. If appropriate, a daily progress sheet will be filled out by the class teacher for an agreed time, photocopied and sent home with the child each day. This will allow for a strong team around the children and ensure a consistent approach and message is given. A follow up phone after monitoring will be had by the same member of staff to discuss the impact of support given as well as next steps if needed.

**READY RESPECT SAFE AT ST TERESA'S all children aim to stay on Gold or Green to show they are following these 3 core values.**



## Anti Bullying

Bullying can occur through several types of anti-social behaviour;

- a) Physical: A child can be hurt physically
- b) Verbal: This can take the form of name calling
- c) Exclusion: A child can be bullied simply by being excluded from conversations
- d) Damage to property or theft
- e) Cyber Bullying: through forms of social media, use of mobile phones and online gaming devices such as PlayStation and Xbox

Bullying is, therefore:

- \* **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- \* **Intentionally harmful.** The act of bullying intends harm to another individual, although occasionally the distress it causes is not consciously intended by all of those who are present.
- \* **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases, an imbalance of power may mean that bullying crosses the threshold into abuse. This would require implementation of safeguarding procedures

The whole school initiative of **STOP** (Several Times On Purpose) highlights what bullying is and the language that we use to describe bullying behaviours in school.

Bullying can take various forms and includes child on child abuse through the following types of behaviour:

<b>Physical bullying</b>	<b>Verbal bullying</b>	<b>Indirect bullying</b>	<b>Cyberbullying</b>
Pushing, kicking, hitting, punching, spitting, hair-pulling or any use of physical violence	Name-calling; the range of possible unpleasant language is wide and usually focuses on someone's appearance, personal hygiene, family or ability	Being unfriendly, not talking to someone	Misuse of areas of the internet, such as email & internet chat room
Sexual assault	Sarcasm, teasing, mocking, "put-downs"	Excluding from social groups and activities	Mobile phone threats by text messaging and calls
Making people do things they don't want to do	Spreading rumours	Tormenting (e.g. hiding books), making someone feel uncomfortable or scared	Misuse of technology, e.g. camera & video facilities used to record "happy slapping"

Stopping people doing things they want to do	Saying or writing nasty things	Using threatening gestures, looks and signs/symbols	
Damaging someone's belongings	Blackmail and threats		
Taking someone else's belongings, e.g. mobile phones or money. The threat of violence can accompany theft and there can be clear instances of extortion focused on weaker students.	Making offensive remarks, including comments about someone's gender, race, disability, religion or sexual orientation. This bullying is discriminatory and may be unlawful.		

### **Giving children and young people the confidence to tell**

It is imperative that children and young people have the confidence to tell adults about bullying behaviours that they witness or experience, if bullying is to decrease. Very early on, even in nursery, children can learn that telling an adult that they are being teased/bullied may rebound on them and this may lead them to feel vulnerable.

Schools and other settings need to encourage young people to report bullying cases and to have effective support mechanisms in place for this to happen.

Establishing that trust can be made easier by:

- \* Listening to young people.
- \* Consulting with young people.
- \* Publicising procedures for dealing with bullying.
- \* Responding to all incidents of bullying in a consistent manner.

Research shows that young people who feel they could exercise some control over their situation felt more competent and effective. The whole school initiative of **STOP** ( Start Telling Other People) has raised awareness amongst the school community about the importance of speaking to others about bullying.

### **The behaviour of bystanders**

Young people may fail to help someone who is being bullied for a variety of reasons. Research suggests that this is not apathy, rather a feeling of not knowing what to do as well as having fears that they, themselves, will be teased or bullied. Children and young people may also be apprehensive that they will not receive the support of peers and teachers. Schools and other settings would benefit by making explicit, the vital role of bystanders in helping to eliminate bullying.

## E-Safety

Cyberbullying is a form of bullying and, as such, schools should be equipped to deal with cases through existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyberbullying differs from other forms of bullying, in terms of the size of the audience and location in which it occurs. Cyberbullying will have an impact on the education, health and wellbeing of the person being bullied. Schools have broad powers to discipline and regulate the behaviour of pupils, even when they are off the school site – these are set out in the Education and Inspections Act 2006.

**However, it is important to recognise that technology is integral to the lives of young people and that education and discussion around responsible use and e-safety is key to helping them deal confidently with any problems that arise, whether in or out of school. How to tackle issues with people involved in bullying**

How to tackle issues with people involved in bullying

Supporting the Victim	Dealing with the Bully
A staff member taking time to talk with the child in a safe environment in which the child feels comfortable	A staff member talking to the child about their behaviour and the possible reasons for it
Encouraging the child to discuss their preferences for how the issue is addressed	Referring the child for support or therapeutic intervention from relevant agencies
Discussing strategies for how the child may deal with the current and any future incidents	Restorative Justice, where the bully will have to face up to their behaviour and consider alternative ways of behaving in the resolution of conflict
Gaining access to older students trained as a peer mentor, to whom the victim may turn for help, or a 'circle of friends'	Discussing strategies for how the child manages their feelings of anger and frustration
Providing a safe play area or quiet room for younger students or those who feel threatened at break times	Providing a safe method of releasing stress or frustration
Referring the child for support or therapeutic intervention from relevant agencies	Actively monitoring the child to assess whether the bullying has stopped and initiating further action if required
Actively monitoring the child to assess whether the bullying has stopped and initiating further action if required	Serious incidents of bullying may require the removal of the bully from the class; withdrawal of privileges or participation in activities; detention; fixed period exclusion
	Involvement of the police, where the bullying constitutes a crime

If or when incidents of bullying occur class teachers will discuss and reinforce the following strategies;

- a) Remember that your silence is a bullies' greatest weapon
- b) Tell yourself that you do not deserve to be bullied and that it is wrong
- c) Be proud of who you are
- d) Be assertive, shout 'No' and walk away
- e) Fighting back may make things worse
- f) Tell the teacher straight away

As staff within the school, we will always encourage children to speak up if they are aware of bullying. If children feel they want to remain anonymous there is a STOP box where they can leave a message, or a concern

### **Working with Parents and Carers**

Effective liaison with parents is vital to tackle bullying successfully. Schools need to involve parents/carers at an early stage in order to explain the situation fully, and parents should be informed of any incident within 24 hours of it being reported to the school. Parental concerns must be taken seriously. Failure to do so can result in a formal complaint to the governing body or the local authority. Parents of a victim of bullying will want action taken. They need to be fully included in the process to prevent a serious breakdown of confidence between them and the school. Support may need to be provided for the parent/carer in working with the school over bullying issues, as some parents may themselves feel intimidated by attending meetings in school or may feel worried about the consequences for their child.

Parents of children who are alleged bullies often find it hard to accept the image of their child presented by the school and deny that their child is capable of such behaviour. It is therefore important that discussions are based on well-documented evidence. Schools are able to use parenting contracts as an early intervention strategy to ensure parents tackle problem behaviour before a child/young person reaches the point of being excluded from school.

Appendix 1

**Form E – Bullying/Harassment - LA Incident Recording Form**

Name of School:			
Date reported:			
Date of Incident:			
Gender of victim: Male/Female (please circle)	Gender of perpetrator: Male/Female (please circle)		
<b>Details of incident</b> (tick as appropriate):  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Disability incident</b>  <b>Racist incident</b>  <b>Sexist incident</b> </td> <td style="width: 50%; vertical-align: top;"> <b>Homophobic incident</b>  <b>Faith incident</b>                      Other _____                 </td> </tr> </table> <p><b>(Bold – denotes a duty placed on education providers as set in the Equality Act 2010)</b></p>		<b>Disability incident</b> <b>Racist incident</b> <b>Sexist incident</b>	<b>Homophobic incident</b> <b>Faith incident</b> Other _____
<b>Disability incident</b> <b>Racist incident</b> <b>Sexist incident</b>	<b>Homophobic incident</b> <b>Faith incident</b> Other _____		
<b>Bullying behaviours involved</b> (tick as appropriate):  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     Physical behaviour                      Threats                      Taking belongings                      Extortion                      Causing damage to property                      Name-calling                      Taunting                      Verbal abuse                      Sending notes                 </td> <td style="width: 50%; vertical-align: top;">                     Spreading nasty rumours                      Text message bullying                      Mobile phone calls                      Picture/video via mobiles                      E-mail bullying                      Websites/Social Networks                      Chat-rooms                      Graffiti                      Twitter                 </td> </tr> </table>		Physical behaviour Threats Taking belongings Extortion Causing damage to property Name-calling Taunting Verbal abuse Sending notes	Spreading nasty rumours Text message bullying Mobile phone calls Picture/video via mobiles E-mail bullying Websites/Social Networks Chat-rooms Graffiti Twitter
Physical behaviour Threats Taking belongings Extortion Causing damage to property Name-calling Taunting Verbal abuse Sending notes	Spreading nasty rumours Text message bullying Mobile phone calls Picture/video via mobiles E-mail bullying Websites/Social Networks Chat-rooms Graffiti Twitter		
<b>Location of Incident</b> (tick as appropriate):  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     Classroom                      On journeys to and from school                      Playing fields                 </td> <td style="width: 50%; vertical-align: top;">                     Dining environment                      Home                      Occurred outside school                 </td> </tr> </table>		Classroom On journeys to and from school Playing fields	Dining environment Home Occurred outside school
Classroom On journeys to and from school Playing fields	Dining environment Home Occurred outside school		
<b>Frequency and duration of bullying behaviour</b> (tick as appropriate):  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     Reported after the first incident                      Two or three times                      Several times                 </td> <td style="width: 50%; vertical-align: top;">                     Persisting throughout the term                      Persisting for more than one term                 </td> </tr> </table>		Reported after the first incident Two or three times Several times	Persisting throughout the term Persisting for more than one term
Reported after the first incident Two or three times Several times	Persisting throughout the term Persisting for more than one term		
<b>Details of action taken</b> (tick as appropriate):  Checked for other known incidents involving the same pupils Notified class teacher/form tutor Individual discussion with those involved Notified parent(s)/carer(s) or relevant contact person Group discussion with those involved CAF or Pre-CAF raised If Hate Crime, have Police been informed? <table style="float: right; margin-left: 20px;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> </table> Other (please provide details)		Yes	No
Yes	No		

The information supplied on this form will be processed in accordance with the requirements of the Data Protection Act 1998. At all times, it will be treated as confidential and used only for the purpose of assessing, managing and monitoring bullying-related incidents.

**Form F – Bullying/Harassment - Review Sheet**

<b>Date:</b>	
<b>Name of Reporter:</b>	
<b>Name of Child/Young Person involved:</b>	
<b>People present:</b>	

**How has the situation developed:**

**What does the person who was targeted say they are feeling now?  
Are they feeling safe and satisfied with the action taken?  
If so, how has it helped?**

**Form G – Harassment/Bullying Feedback - Tell us what you think –  
Child/Young Person Form**

Name: \_\_\_\_\_

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes            No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

Yes            No

Thank you for your time

**Form H – Bullying/Harassment Feedback - Tell us what you think – Parent/Carer Form**

Name: \_\_\_\_\_

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes            No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

Yes            No

**Good Conduct Code**

1. Children should be polite and courteous to everyone in school.
2. They should take pride in their appearance, make an effort to stay clean and tidy and maintain good standards of personal hygiene.
3. Children should behave in an orderly manner at all times:
  - walking around the school.
  - when lining up.
  - when coming into assembly.
4. They should be responsible members of their class:
  - helping to keep it tidy.
  - being attentive, listening.
  - quiet at appropriate times.
  - ready to share and co-operate.
5. Children should show a respect for property; the school's, other peoples and their own.
6. Children should show good table manners at dinner time.
7. They should take pride in their school by:
  - caring for books and apparatus.
  - keeping it clean, tidy and free from litter.
  - ready to represent their school and support its activities to the best of their ability.
  - uphold the name of the school when outside its boundaries.

## Lunchtime Behaviour

When we are in the hall we will.....

- talk to each other quietly whilst eating our dinner,
- eat our dinner nicely, with good manners and not waste food,
- use our knives and forks properly to eat our food,
- walk at all times
- leave our table tidy when we leave,
- wait our turn and not push.



