

ROBIN HOOD PRIMARY SCHOOL

BEHAVIOUR POLICY (INCLUDING ANTI-BULLYING POLICY)

OCTOBER 2025

REVIEW DATE: OCTOBER 2027

Aims

This policy means to:

• To create an environment which encourages and reinforces good behaviour;

• To define acceptable standards of behaviour as well as unacceptable behaviour;

• To encourage consistency of response to behaviour management;

• To promote self-esteem, self-discipline and positive relationships;

• To ensure that the school's expectations and strategies are widely-known and understood;

• To encourage the involvement of both home and school in the implementation of this policy.

• To summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

• To outline our systems and rewards and sanctions

Legislation:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act, 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safe-guard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written state-ment of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online.

Roles and Responsibilities:

The Governing Board:

The Governing Body will review this behaviour policy in conjunction with the Executive Headteacher or Head of School and monitor the policy's effectiveness, holding the Executive Headteacher or Head of School to account for its implementation.

The Executive Headteacher / Head of School:

The Executive Headteacher and/or Head of School is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Executive Headteacher will also approve this policy.

The Executive Headteacher and Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Standards of Behaviour:

We recognise that schools have a central role in children's social and moral development just as in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

Pupils bring a wide variety of experiences and behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsib-

ility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

At Robin Hood, we believe in the use of positive praise as a key motivational tool and as a very effective means to raise pupil self-esteem. Wherever possible, adults look for opportunities to celebrate successes, praise pupils and build a positive culture that emphasises the importance of confidence and high self-esteem.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

At Robin Hood, adults:

• realise the importance of building outstanding relationships with pupils as a key determinant of behaviour in school;

• have consistently high expectations of themselves, each other, and pupils;

• pro-actively model the attitudes, values and behaviours that they expect to see in pupils;

• create a positive climate with realistic expectations;

• emphasise the importance of being valued as an individual within the group;

• promote, through example, honesty and courtesy;

• provide a caring and effective learning environment;

• encourage relationships based on kindness, respect and understanding of the needs of others;

• ensure fair treatment for all;

• show appreciation of the efforts and contribution of all.

School Rules and Procedures

School Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

• inclusive of every member of the school community;

• kept to a necessary minimum in order that they are easily understood by all pupils;

• positively stated, telling the children what to do rather than what not to do;

• actively encouraging;

• clear and explicit;

• consistently applied and enforced.

All children and staff are expected to follow the Robin Hood Code.

Robin Hood Code: We…

Respect – respect each other and our environment

Honesty – always tell the truth

Pride – take pride in our work and are proud of our achievements

Safety – always keep ourselves and others safe

Respect

- I can be respectful to others and have good manners (saying 'please', 'thank you', 'excuse me')
- I can use all equipment appropriately
- When I have finished using something, I can put it away
- I can follow instructions given by all adults in school
- I can sit and listen to others speak without interrupting
- I can take turns at talking or sharing equipment

Honesty

- I can always tell the truth
- I can ask for help from others
- I can tell an adult if I have accidentally done something, e.g. broken a piece of school equipment

Pride

- I can take pride in the presentation of my learning
- I can take pride in my appearance
- I can be proud of my learning
- I can show awareness of other people's efforts and achievements
- I can always try my best
- I can be proud of our school and look after our environment

Safety

- I can walk calmly, silently and sensibly around school
- I can line up straight away when the bell rings at playtime or lunchtime
- I can dress appropriately for school
- I can wear my PE kit on my PE days
- I can be aware of other people who may be around me
- If I accidentally drop something (food or water), I can ask an adult for help
- I can use the lunchtime play equipment carefully and purposefully

- I can enter the classroom on time in the morning, after break and lunchtime
- I can keep my hands to myself and not hurt anybody else in school

Classroom management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:
Create and maintain a stimulating environment that encourages pupils to be engaged:

- Display the Robin Hood Code and their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lesson
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Use the school's systems as a means of reinforcing the expected behaviours and applying sanctions where necessary
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement

Recognition and Rewards for effort (positive behaviour):

We recognise and reward learners who go 'over and above' our standards. Our staff understand that we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Robin Hood Primary School rewards excellent behaviour in a variety of ways. These will be used to highlight aspects of behaviour which we wish to promote, as well as to build self- esteem and pride in the recipient. They may take the form of:

- Private words of praise;
- Public words of praise;
- Individual / Team points;
- Headteacher rewards;
- Sticker or badge;
- Special responsibilities;
- Speaking to parents, through face-to-face conversations, a message or personal phone call;
- A special mention in assembly.
- Showing praiseworthy work to other teachers or the headteacher.

Classroom Level

Type of Reward	Reasons	Given By
Dojos	Given to children who have followed the school rules or demonstrated a skill to a high standard. Also for demonstrating positive attitudes to learning and for personal achievement / progress made. Certificates awarded for key milestones.	Teachers and support staff
Golden Stickers	Given to children who have gone 'above and beyond' in their work on a number of occasions and are striving to impress. • The child receives a sticker. • The child's name is displayed on the class recognition board. Parents/Carers may also receive an email via ParentMail.	Teachers and support staff (anyone can recommend)
Star of the Day (EYFS)	Given to a nominated child who has gone 'above and beyond' on several occasions throughout the day or has achieved something of personal significance. Child receives a class privilege for the following day / wears a celebration lanyard.	Teachers and support staff
Head Well Done Sticker	Given to a child who has achieved well / progressed well in class consistently through the day / week. The next step above Golden Stickers. • The child receives a well done sticker from the Head.	Teachers and support staff

Whole School Level

Type of Reward	Reasons	Given By
Star of the week	• Every week, one child in each class is chosen to receive a certificate. • The child will have consistently gone 'over and above' in our school rules and values during the week. • These are handwritten and then taken home by the child. Parents/Carers are encouraged to praise their children for receiving the award. 	Teachers (anyone can recommend)
Headteacher's Award	• Every week, children are chosen to receive a certificate. • The child will have consistently gone 'over and above' in our school rules and values during the week. • These are handwritten and then taken home by the child. 	Nominated by any adult
Robin Hood Star	Termly – roll of honour type recognition (like commendations) to acknowledge outstanding progress or achievement across a term.	Nominated by any adult

	Parents / carers invited to an awards ceremony. • Child receives a certificate, star badge and a star on the school star wall outside the Head's office.	

It is essential that **all** children are able to receive positive encouragement and gain the positive consequences.

Negative Behaviour:

Below are the steps of our behaviour system. This is reset at regular intervals appropriate to the child (i.e. each lesson, morning / afternoon, each day):

Reminders are used to begin with to remind / reinforce expectation, using the Robin Hood Code for example.

Stage 1

Verbal Warning

Stage 2

Final reminder (may result in moving places in class)

Stage 3 (recorded on CPOMS)

Thinking time – facilitated by staff member with private discussion and reflection time about behaviour. Happens immediately – may result in time outside class / in another classroom, or if at the end of a lesson before breaktime, a short period at the start of breaktime.

If at break or lunch, children will spend time in the thinking area.

Stage 4 (recorded on CPOMS)

Child misses a period of break or lunch time to reflect on behaviours. Depending on nature of step 4, time working in isolation in school may also be considered. Phase leader or SLT informed. Parents / carers informed.

Further to this:

- If the teacher has had three separate conversations with the child's parents / carers, they will be invited into a meeting with the class teacher and phase leader. The child may be placed on a Positive Behaviour Plan (PBP) which will be reviewed after two weeks.
- If a child has been in isolation, parents / carers will be invited in for a meeting with the Head of School, class teacher and phase leader. The child may be placed on a Positive Behaviour Plan (PBP) which will be reviewed after two weeks.
- If a child's behaviour does not improve while on PBP, the Head of School will arrange a further meeting with parents / carers. In extreme circumstances where the PBP does not improve behaviour, the senior leadership team may look at a suspension and seek the involvement of external agencies. Please see guidance here: https://www.gov.uk/government/publications/school-exclusion

Straight to Stage 4:

Some incidents of inappropriate behaviour are deemed to be serious enough to move straight to Stage 4. Any of the following behaviours should be referred immediately to the Headteacher / Head of School or other SLT members:

- Physical assault, including biting
- Fighting
- Destroying or damaging property
- Hate incidents (including homophobic or transphobic)
- Verbal or physical abuse to teachers or adults connected to school
- Stealing
- Carrying weapons (or the threat of weapons)

Behaviour at Lunchtime/Break-time:

Lunchtime and break-time should be an enjoyable time for all. It's a chance to develop friendships, socialise and to learn and practise all the skills associated with play and interaction. The steps will work in the same way.

Minor incidents are dealt with restoratively by whichever Midday Supervisor has received the complaint or noticed the inappropriate behaviour. It is hoped that most incidents can be dealt with at the time; however, if a child fails to engage in the discussion/answering back, sanctions include 'timeout' or temporary bans from football games etc. Children are to be given the opportunity to explain what has happened and all situations are to be fairly investigated.

In extreme cases, a lunchtime suspension may be considered.

Restorative Practice:

Incidents will be dealt with using the restorative questions:-

- What happened?
- How were you feeling at the time?
- How do you feel now?
- Who has been affected and how?
- What needs to happen now to make things right?

If an apology is necessary we use a set format:-

- I'm sorry for…
- It was wrong because…
- In future I will…
- What can I do to earn your trust again?

Individual Behaviour Plans:

If a child is unable to follow the school behaviour system and requires a more personalised approach to encourage success, the class teacher will meet with the Inclusion Team and/or SLT to put plans in place. This may take the form of a personalised school timetable, risk assessments, behaviour plans, additional adult support for example and all of the plans will be shared with parents/families, with the views of the child and parents/families taken into account. Regular review meetings (informal or formal) will take place to monitor and evaluate the child's progress within the agreed systems. An Individual Behaviour Plan may be a short-term or long-term option with the main aim always being for the child to re-join the whole-school behaviour system, although due to context of the child this may not always be possible.

Fixed Term (temporary) suspensions:

A suspension will be for the shortest time necessary. A suspension for a period of time from half a day to 5 days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. Examples of some of the strategies used are:

- Discussion with the pupil
- Support from the school's Inclusion Team
- Discussions with parents
- Sanctions (consequences) in school (see the Positive Behaviour Policy for details)
- Checking on any possible provocation
- Internal exclusions
- Referral to outside support agencies

It is important to note that suspension will not be used for minor incidents such as academic performance or lateness. A fixed term suspension may be used in response to a serious breach of school rules or policies. In such a case, the Executive Headteacher or Head of School will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies. The child will be encouraged to give their version of events and the Executive Headteacher or Head of School will check whether the incident may have been provoked e.g., by bullying or racial harassment.

For the first 5 days of a fixed-term suspension, the school must send homework for the pupil and arrange to have this homework marked. For fixed-term suspensions of more than 5 days, the school is responsible for arranging suitable alternative full-time education from the 6th day until the end of the suspension. The school is also aware of its duty to provide a strategy for reintegrating pupils that return to school following fixed term suspension, and for managing their future behaviour. If a pupil has received numerous suspensions or is approaching the legal limit of 45 school days of fixed-period suspension in an academic year, the school has a duty to consider whether suspension is considered to be an effective sanction.

Procedure for Making a Fixed Term suspension:

- Executive Headteacher / Head of School takes the decision to suspend a pupil for a fixed period.
- Contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration.
- The Executive Headteacher / Head of School must give written notice to the parents informing them of:

The precise period and the reasons for the suspension
The parents' duties during the first 5 days
The parents' right to make a representation to the governing body
The person the parent should contact if they wish to make such representations

The arrangement to set and mark work for the pupil during the initial 5 day period.
If relevant the school day on which they will be provided with full time education.
Details of the reintegration interview.

The Executive Headteacher or Head of School must inform the governing body and Social Inclusion Officer if a pupil is excluded for more than 15 days in any one term. Children can be excluded for 1 or more fixed periods, up to a maximum of 45 school days in any one school year. A fixed period suspension does not have to be for a continuous period. A fixed period may be extended to or converted to a permanent exclusion in exceptional cases, usually where further evidence has been uncovered.

When returning back to school an interview will be arranged with the Executive Headteacher or Head of School or a senior member of staff and the parent and child on the school premises. If the parent fails to attend, the school must keep a record of the failure as this could be taken into account at court in deciding whether to impose a parenting order. Parents have the right to make a representation to the governing body for any fixed term suspension. The school is also aware that sending children home from school during lunchtime will also be considered a temporary suspension. Informal suspensions such as sending a child home to “cool off” are unlawful, regardless of whether they occur with the agreement of parents. Any suspension of a pupil must be formally recorded (DoE 2012). The procedure for this is the same as above.

Permanent Exclusions:

The school considers permanent exclusion to be a very serious step and the Executive Headteacher or Head of School will need to investigate the incident thoroughly before this decision is made. As with fixed term suspension, permanent exclusion will follow a range of strategies set out by the school and will be seen as a last resort, or it will be in response to a very serious breach to school rules and policies such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment.

Procedure for Making a Permanent Exclusion:

- Executive Headteacher or Head of School takes the decision to exclude a pupil permanently
- Contact the parent/carer immediately ideally by telephone.
- The Executive Headteacher or Head of School must give written notice to the parents informing them of specific information found in the LA guidance.

The Executive Headteacher or Head of School must inform the governing body and LA within 1 day on the appropriate
form.

- The school has a duty to arrange full time education from and including day 6 of the exclusion.
- The school has a duty to provide full time education for a looked after child from day 1.
- On receiving notice of the exclusion, the governing body must convene a meeting within 15 school days to review the exclusion and to consider reinstatement. They must invite the parent, the Executive Headteacher or Head of School and a LA Social Inclusion officer. Papers including written statements must be circulated at least 5 days before the meeting.
- The governing body may ask for advice from the LA officer, but must make the decision alone, asking other parties to withdraw. The clerk may remain.
- The governing body must inform the parent, Executive Headteacher or Head of School and LA officer of their decision in
writing within 1 day of the hearing stating reasons.

• LA to contact parent within 3 working days indicating the latest date by which a review can be lodged.
• The child to be removed from the register only when the review process is complete.
• Where parents dispute the decision of a governing body not to reinstate an excluded pupil,
they can ask for this decision to be reviewed by an independent review panel.
N.B It is the Chair of Governors responsibility to direct the governing body of the school to details of their responsibilities when considering exclusions. Details of Governor responsibilities regarding exclusions can be found in DoE Exclusions from maintained schools, Academies and pupil referral units in England (2012).

Reasonable force:

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
Causing disorder
Hurting themselves or others
Damaging property
Committing an offence

Incidents of reasonable force must:
Always be used as a last resort
Be applied using the minimum amount of force and for the minimum amount of time possible
Be used in a way that maintains the safety and dignity of all concerned
Never be used as a form of punishment
Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Behaviour Outside School:

Pupils' behaviour outside school on school trips or at sports fixtures etc, is subject to the school's positive behaviour policy. Poor behaviour in such circumstances will be dealt with as if it has taken place in school.
For behaviour outside school, not on school business, it is at the discretion of the Executive Headteacher or Head of School
whether or not to exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupils as a whole, or if it is deemed to be damaging to the reputation of the school.

Temporary Reduced Timetable:

In some cases, the school may consider it appropriate to the needs of a particular child, to offer a reduced timetable for a limited period. In this situation, paramount consideration would be given to safeguarding the child and a thorough risk assessment would be carried out. Any reduced timetable would be planned within a pastoral support plan (PSP). The timetable would be time-limited with a clear plan to increase attendance back to full time, involve professionals working with the child/family, and ensure that parents have given their full consent.

Use of Alternative Provision and Permanent Exclusion

If the Executive Headteacher or Head of School believes, based on evidence, that a pupil's behaviour has become dangerous, or in the case of persistent serious misbehaviour, the decision can be taken to refer the pupil for a period of time in an alternative provision. This would be a short-term placement in the first instance, with regular visits and meetings with the pupil in the alternative setting.

After a fixed period, and with evidence of sustained and successful reintegration, the pupil would return to school. In the case of a pupil struggling to reintegrate, or the continuation of serious misbehaviour, we may consider permanent exclusion. This would be a last resort and only considered when all other avenues have been exhausted.

Robin Hood Primary School works in-line with the guidance provided in the following Department for Education documentation:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, May 2023

- Alternative Provision Statutory guidance for local authorities, January 2013

Communication and Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Executive Headteacher or Head of School so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents.

Confiscation and searching:

Searching and confiscation is conducted in line with the DfE's latest guidance on searching,
screening and confiscation.

Pupil support

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 (SENDCO) 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 specialist teachers, an educational psychologist, 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 the plan and review it on a regular basis.

Safeguarding:

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition:

To ensure a smooth transition to the next year, pupils have transition time with their new teacher. In addition, staff members hold transition meetings amongst themselves. Any child who needs robust transition has an individual transition plan which is communicated with parents.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training:

Our staff are provided with training on managing behaviour, de-escalation and proper use of restraint, as part of their induction process. This is done by following the principles of Care and Control and Team Teach. Behaviour management will also form part of continuing professional development.

Monitoring arrangements:

This behaviour policy will be reviewed by the Executive Headteacher and Governing Body annually. At each review, the policy will be approved by the Executive Headteacher or Head of School.

Links with other policies:

This behaviour policy is linked to the following policies:

- Anti-Bullying
- Child protection and safeguarding policy
- SEND
- Attendance

Anti-Bullying Policy

Statement of Intent

Robin Hood Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school, we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Executive Headteacher or Head of School. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What Is Bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Robin Hood Primary School, our definition of bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Procedures

1. Report bullying incidents to staff

2. In cases of serious bullying, the incidents will be recorded by staff and formal monitoring processes put in place

3. In serious cases, parents should be informed and will be asked to come into a meeting to discuss the problem

4. If necessary and appropriate, police will be consulted

5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.

2) In serious cases, isolation or suspensions will be considered

3) If possible, the pupils will be reconciled

4) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use the following methods to prevent all forms of bullying:

- Regular PSHE lessons, which focus on the negative impact of bullying.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying. All assemblies and circle time is focused on one of the protected characteristics and/or British Values
- Building a positive ethos based on respecting and celebrating all types of difference in our school such as SEND celebration days and assemblies, Black History Month, LGBTAIQ+ Month, etc.
- E- Safety is an embedded taught unit, which is part of our ICT Curriculum. We also celebrate E-Safety Week in school

- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- There is a restorative room available at lunchtimes where children can speak to a member of staff about their worries.
- There is a worry box in each classroom and the restorative room which allows children to discreetly express their worries and concerns.
- Secure the safety of the target of bullying. Take actions to stop the bullying from happening again. Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), Drawing and Talking and use of social stories
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting Bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Their peers

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.
Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher in the first instance.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis, we give pupils the opportunity to feedback on how safe and happy they feel at school: we do this through pupil questionnaires and School Council meetings.

All staff are required to complete a bullying log via the school's monitoring system (CPOMS) when dealing with incidents of bullying. This should be completed as soon as possible and ensure the Designated Safeguarding Lead is aware.

Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Executive Headteacher or Head of School. The Executive Headteacher or Head of School is always informed of any bullying concerns at Robin Hood Primary School and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Executive Headteacher or Head of School.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy.
- All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.