



Strong Relationships and Anti Bullying Policy 2025 – 2026

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This policy is underpinned by our school vision and by our theological roots:

Learning together in friendship and faith gives us 'life in all its fullness'

'I have come that they may have life, and have it to the full'
John 10:10





Charlton Horethorne
CE Primary School



Relationship and Behaviour Policy

Children have a right to a primary education. Discipline in schools should respect children's human dignity. Article 28 - UNCRC

Our Mission Statement

At Charlton Horethorne Primary School, we are committed to excellence in education. We recognise that each child is an individual, that all children are creative, and that they need to be provided with opportunities to achieve and succeed daily. We respect the needs of every child and aim to foster a caring and creative environment within a Christian community. We emphasise the social, emotional, physical and intellectual development of every child with a view to preparing them wholly for life in our ever-changing world.

Why is good behaviour important?

Good behaviour is paramount to good education. As in any establishment, with many people and purposes, there needs to be a shared agreement to ensure the safety and smooth running of the establishment so that it may achieve its aims. Children are made aware of their rights as children and how they are responsible for these rights. The knowledge of their rights and responsibilities creates a shared agreement in the whole school and is shown in the school charter. The school charter ensures the children are made aware of the consequences of their own misbehaviours and ultimately, their learning. The charter operates alongside our ethos of assertive discipline, which rewards good behaviour and is based in positive attitudes. There is a shared hierarchy of consequences for inappropriate behaviour, which are dealt with by the class teacher. Consequences of more serious anti-social behaviour are referred to a member of the senior leadership team.

Everyone has the responsibility to monitor their behaviour ensuring each others' right to a safe environment.

Everyone has the responsibility to make appropriate choices and accept the consequences of their actions.

This policy and its implementation relate directly to Article 28 and Article 29 from The UNCRC ++



Aims of the Policy

To promote appropriate behaviour choices through positive reinforcement

To encourage increasing independence so that each child learns to accept responsibility for his/her own behaviour

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

To encourage children to have high expectations of their own behaviour and the behaviour of others

To adopt a consistent approach to behaviour management throughout the school

To ensure boundaries of acceptable behaviour are clear and to emphasise the safety of all stakeholders

To raise awareness about appropriate behaviour and promote it through positive reinforcement

Staff responsibilities

(This is in line with the UNCRC (United Nations Convention on the Rights of the Child))

- ✓ Treat all children fairly and with respect
- ✓ Raise children's self esteem with a view to developing their full potential
- ✓ Provide a challenging, interesting and relevant curriculum
- ✓ Recognise that each child is an individual and to cater for their specific needs
- ✓ Create a safe, pleasant environment both physically and emotionally
- ✓ Set out and use rewards and sanctions clearly and consistently
- ✓ Be a good role model
- ✓ Form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim
- ✓ Encourage children to be aware of the needs and rights of others
- ✓ Provide opportunities for children to take responsibility both within the classroom and through general school responsibilities
- ✓ Develop a Classroom Charter, Playground Charter and Lunchtime Charter with children so that they are very clear about how they are expected to behave.
- ✓ Encourage children to respect their own property, their school, and the property of others



- ✓ Discourage unsociable behaviour by promoting mutual respect
- ✓ Be consistent in their behaviour management of children
- ✓ Praise good behaviour both privately and publicly

Children's Responsibilities

- ✓ To do their best to contribute to a positive learning environment, and allow others to do the same
- ✓ Treat others, including all adults in school, with respect
- ✓ Do as he/she is asked by a member of staff
- ✓ Take care of property and the environment in and out of school
- ✓ Cooperate with other children and adults

Strategies

The **Rights Respecting School Agenda** is central to the development of positive behaviour in the school.

The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self esteem. Therefore the staff will endeavour to:

- acknowledge good behaviour
- make full use of reward
- give descriptive/specific praise
- use positive feedback techniques

Should children be unable to behave in accordance with charters then staff should use agreed consequences.

Consequences should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of this is to:

- help children learn that consequences follow actions
- encourage children to make good choices in the future



The expectation is that most children will respond to these strategies and that the class teacher will take responsibility for behaviour within their class.

Positive Rewards

The lists below are suggestions. Teachers are to use their discretion and also employ strategies appropriate to the age and make-up of the class.

- Public praise in the classroom and at Celebration assemblies
- Badges and stickers for good behaviour and good work
- Praise during Circle Time
- Displaying the children's work in the classroom to acknowledge their achievements
- Class Dojo points to be awarded regularly
- Parents informed of good effort, achievement and behaviour verbally
- Behaviour link chart/book to parents if appropriate
- Achievements/Good Work board

Consequences

- Child may be separated from those with whom they are behaving inappropriately
- A child may be taken aside and spoken to quietly by a member of the staff. Together they will discuss the incident and the consequences of the child's actions.
- Child may finish their work in their own time such as playtime
- Child may miss a playtime or part of a playtime
- Child may be asked to sit in an isolated seat within the classroom
- Child may work in another classroom for a limited period
- Rectify and make good any damage they have caused
- Parental involvement in identifying ways forward
- Child may see the Senior Teacher for discussion about inappropriate behaviours
- Child may see the Head Teacher for ongoing inappropriate behaviours
- Children for whom behaviour remains an issue may be supported with the use of an IBP (Individual Behaviour Plan)



Lunchtime

The same level of behaviour is expected in the playground. Lunchtime supervisors have the same authority as teachers and teaching assistants and will apply the same consequences, i.e. warnings, sitting out and leading to removal of playtime. Children will be sent to wait in the library and a member of staff will be sent for. The class teacher or Senior/Headteacher will be informed at the start of afternoon school. If deemed necessary, parents will be informed.

Our policy on school uniform is based on the notion that school uniform:

- Promotes a sense of pride in the school.
- Promotes a sense of community and belonging towards the school.
- Is practical and smart.
- Identifies the children with the school.
- Makes children feel equal to their peers in terms of appearance.
- Is regarded as suitable wear for school and good value for money (non badged options acceptable)
- Is designed with health and safety in mind.
- All clothing should be clearly labelled with the child's name. This is especially important, as uniform items look similar and can easily be confused for another child's. The school cannot accept responsibility for any lost items.

Uniform	PE Kit
• Polo shirt/blouse/shirt – white (white branded polo shirts are available from Schoolwear and More, although not compulsory) • Pinafore dress/skirt/trousers – grey • Summer dress (red & white check) can be worn in appropriate weather • Trousers or shorts – dark grey • Sweatshirts/cardigan – red (available from Schoolwear and More, branded with school logo preferable) • Socks – grey or white • Tights – grey • Shoes – black school shoes, no boots • Hair tie – plain or red/red & white check: hair should be tied back wherever possible, especially for PE, Art and DT	• Plimsolls or trainers • PE t-shirt – red (available from Schoolwear and More, branded with school logo preferable) • PE shorts – black • Tracksuit bottoms or leggings – black • School jumper – red (for outdoor PE sessions or colder weather)



Unacceptable behaviour outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

This power can relate to any bullying/behaviour incidents involving a pupil from the school occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying or poor behaviour outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or relevant persons in the Local Authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Liaison with parents and other agencies

It is vital that parents are kept informed of the school approach:

There will be a letter to parents each September in a format accessible to all, which informs them of the school procedures for acknowledging appropriate behaviour.

The standard of behaviour expected of all children is included in the home school agreement. A new agreement is signed each academic year by every child, family and the school. If a child has behaviour difficulties, it is the role of the class teacher to meet with parents and discuss concerns at school and home, so that shared knowledge of the child can be used to develop possible strategies. If the problem persists a meeting may then be arranged with the parents, class teacher and SENCO.

Children are referred for outside agency support as deemed appropriate by the class teacher and SENCO.

Role of the Academy Representative Committee

The Academy Representative Committee has the responsibility of supporting the setting down of these general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The Headteacher reports to the Academy Representative Committee as to how the guidelines are being implemented and details the reporting of incidents.



School Visits and Outside of School

The agreed rules apply to all pupils. Staff will deal firmly and fairly with misbehaviour wherever it occurs since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents and the Headteacher will decide whether the pupil can take part in an activity beyond the school grounds in the future. Teachers can also discipline pupils for misbehaviour outside of school where they see children wearing school uniform, are travelling to and from school or are in some way identifiable as a pupil at the school. They may also address behaviour outside of school if the behaviour they see could have repercussions on the school, pose a threat to another pupil or members of the public or could adversely affect the reputation of the school.

Exclusions

Exclusions at Charlton Horethorne CE Primary School are very rare and are only used after all other options have been taken. A parent may be asked to collect a child who is unable to cope with time out that day if they are posing a health & safety danger to themselves or others (including severely disruptive behaviour, affecting the learning of others). Staff members are committed fully to the educational needs of every child and use proven strategies to enable children to acquire the academic, social and emotional skills needed for successful transfer to secondary school.

Exclusion is not ruled out as a strategy if required to protect children or adults. If used it will follow the procedures laid down in the SAST Inclusion, Suspension and Exclusion Policy.

Anti-Bullying Strategy

Introduction

- It is a Government requirement that all schools have an anti-bullying policy. This policy reflects DfE guidance including 'Preventing and tackling bullying – July 2017'.
- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.
- A bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.



- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of the Academy Representative Committee

- The Academy Representative Committee supports the headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying that occur will be taken very seriously, and dealt with appropriately.
- The Academy Representative Committee monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Committee requires the headteacher to keep accurate records of all incidents of bullying, and to report on request about the effectiveness of school anti-bullying strategies.

The Role of the Headteacher

- It is the responsibility of the 'headteacher' to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The 'headteacher' ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.
- The 'headteacher' ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The 'headteacher' sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.



The role of the teachers and support staff

Staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Bullying incidents that staff are made aware of in school are recorded. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the senior or head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher will inform the child's parents.

Incidents that occur near the school, or on the children's way between school and home may also be recorded. Any adult who witnesses an act of bullying should ask the headteacher or office staff to record.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequence for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the social services or the Behaviour Support Service.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Time is taken to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website.

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.



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The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaires

In Conclusion

Charlton Horethorne CE Primary School is a happy place where children thrive and adults work well as a team. Everyone acts together to celebrate the positive aspects of school. The intention is always to reinforce the positive characteristics of living and working together in a mutually tolerant way but always to challenge and learn from unacceptable behaviour.



How am I doing?

Am I LEARNING, ENJOYING, ACHIEVING and FLOURISHING?

		I am ready to learn, enjoy, achieve and flourish I am trying my best I am using kind hands and kind words
		I need reminding how to behave Give me a chance to shine again Move me to help me reset in my classroom If I get several warnings in a day I need some time out to reflect
		Time out - break or lunch to allow me to think Time out in another class to allow me to think My teacher might call home
		I must stop this behaviour Time out with senior staff I need to keep myself and others safe I might need to be sent home



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'Life in all its fullness (John 10:10): Learning together in friendship and faith'