Behaviour Policy

Aims and Expectations
It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Behaviour curriculum, routines and expectations
The school explicitly teaches the behaviour expected of pupils. Expectations are based on our values: Try your best, stay safe and show respect. Staff establish clear routines, teach and model expected behaviour, recognise positive behaviour and respond consistently when expectations are not met. Expectations are revisited after holidays, at transition points and whenever pupils need additional teaching or practice.

New pupils, including those joining during the school year, will be supported to understand the school rules, routines, rewards and consequences. All parents and pupils sign a Home School Agreement. Staff will receive appropriate induction, training and updates so that the policy is understood and applied consistently.

Rewards
The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways:

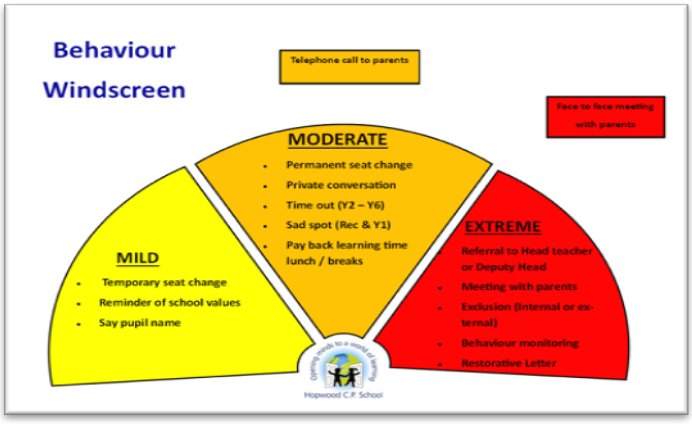
Ongoing routine
- Teachers praise children.
- Stickers for excellent work or behaviour.
- Children sent to the Head teacher for an award/prize.
- Team points are used by all staff to reward pupils' attitude, behaviour, achievement or effort and link to the three school values.

Weekly Awards
- Class 'Star of the Week' and 'Endeavour Award': awarded for attitude, achievement, attainment, behaviour or aptitude. Parents are informed of this via the weekly Friday News. The selected children will receive special class privileges.
- Sports Award: The Sports Coach chooses a pupil to receive this award each week.
- Sports Teams: Any teams who have played that week are congratulated.
- Maths Passports: Children who have completed a passport are congratulated on Friday News.
- Times Table Rockstars weekly certificate for achievement or improvement.
- External achievement: Children who achieve recognition outside school have an opportunity share this with the school in the achievement assembly.
- Monthly: Always Child Award for those who consistently demonstrate the school values.

Team Points
Children can earn Team Points. Each child is assigned a coloured team - red, green, yellow or blue. Children earn points, linked to our school values: Try your best, stay safe and show respect. Team captains collect totals from each class on a weekly basis. The overall winning team is announced in Achievement Assembly.

Sanctions
The school employs a number of sanctions to encourage appropriate behaviours and to ensure a safe and positive learning environment. We follow our behaviour windscreen to support behaviour management in school. Our school rules link closely to our three school values. Breaking these rules will result in sanctions indicated on the behaviour windscreen.

Behaviour Windscreen



School Rules



- All children should be able to learn in lessons. Behaviour that disrupts learning (for themselves of others) will be followed up with the sanctions in the MILD section initially.
- Should disruptive classroom behaviour persist and result in lost learning time, this will be followed up with sanctions in the MODERATE section and children may be asked to pay back some of their learning time at lunch or break time.
- If an incident is deemed serious or extreme by the class teacher, then support from SLT will be sought.
- Homophobic or racist language will not be tolerated and will be referred immediately to the Headteacher. These incidents are also reported the LA in a termly return.
- Reception & Year 1 staff use a 'sad spot' in the classroom where children will sit for 'time out' and are asked to think about their behaviour choices. Y2 to Y6 have a 'time out' area where children can calm down in privately for a few minutes so they can return to their learning with appropriate behaviour.
- Serious or persistent incidents are logged in CPOMS and shared with relevant members of staff.

Use of reasonable force and restraint

The school follows the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools* (April 2026).

All members of school staff have the legal power, under section 93 of the Education and Inspections Act 2006, to use reasonable force where this is necessary to prevent a pupil from committing an offence, causing personal injury to themselves or another person, damaging property, or prejudicing the maintenance of good order and discipline. This power applies on school premises and when a member of staff has lawful control or charge of a pupil elsewhere.

Any use of force will be reasonable, proportionate and necessary in the circumstances. Staff will use no more force than is needed and, wherever possible, will seek to prevent situations from escalating through positive relationships, appropriate support and de-escalation strategies. Restrictive interventions will never be used as a punishment.

When considering whether and how to intervene, staff will take account of the individual pupil's circumstances, including their age and understanding and any special educational needs or disabilities (SEND), medical conditions, communication needs, trauma or other vulnerabilities. The school will comply with its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils.

A small number of staff have additional training in positive handling techniques. Where a restrictive physical intervention is required, staff will use appropriate techniques designed to minimise the risk of harm. Physical restraint will only be used where it is lawful, reasonable and proportionate to the risk presented and will continue for no longer than necessary.

Following a significant incident involving the use of force, the school will ensure that the pupil and staff involved receive appropriate support. The incident will be reviewed to consider the circumstances leading to the intervention and whether any changes are required to the pupil's support, individual plans, risk assessment or wider school practice. The views of the pupil will be sought and taken into account, as appropriate to their age and understanding.

Recording and reporting

In accordance with section 93A of the Education and Inspections Act 2006, the school will have procedures in place to record every significant incident in which a member of staff uses force on a pupil. A written record will be made as soon as practicable following the incident.

Parents/carers will be informed of a significant incident involving the use of force as soon as practicable. Where informing a particular parent would be likely to result in significant harm to the pupil, the school will follow the statutory safeguarding provisions and will not report the incident to that parent.

Records of significant incidents involving the use of force and other restrictive interventions will be monitored by school leaders. This will help the school to identify patterns, consider whether pupils or staff require additional support, evaluate the effectiveness of preventative strategies and reduce the need for restrictive interventions wherever possible.

Any safeguarding concerns arising from the use of reasonable force or a restrictive intervention will be managed in accordance with the school's Child Protection and Safeguarding Policy and relevant statutory safeguarding guidance.

Supporting pupils with SEND and additional needs

The school recognises that behaviour may be affected by special educational needs or disabilities (SEND), mental health needs, communication needs, trauma or other vulnerabilities. Staff will seek to understand underlying causes and consider whether additional support is required, while maintaining high expectations for all pupils.

- The school will comply with the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils, and with duties under the Children and Families Act 2014.
- Where a pupil has SEND, staff will consider whether the behaviour is linked to their needs and whether support, reasonable adjustments or changes to provision are appropriate. The graduated approach will be used where appropriate, involving the SENCO, parents and external professionals.
- A sanction may still be appropriate where a pupil has SEND, but the school will consider individual circumstances and whether the sanction is lawful, reasonable and proportionate.

Behaviour outside school and online

The school may respond to and sanction misbehaviour outside school where it is reasonable to do so, including behaviour while travelling to or from school, wearing school uniform, taking part in a school-organised activity, or behaviour that could have repercussions for the orderly running of the school, threatens another pupil or member of staff, or could adversely affect the reputation of the school. This includes relevant online behaviour. Safeguarding concerns will be referred to the DSL and managed in accordance with the Child Protection and Safeguarding Policy.

Child-on-child abuse and harmful behaviour

All forms of child-on-child abuse are unacceptable and will be taken seriously. This includes bullying (including cyberbullying), prejudice-based and discriminatory bullying, abuse in intimate personal relationships between children, physical abuse, sexual violence and sexual harassment, consensual or non-consensual sharing of nude and semi-nude images and/or videos, upskirting and initiation or hazing-type violence and rituals. Concerns will be reported to the DSL or deputy and managed in accordance with Keeping Children Safe in Education and the school's Child Protection and Safeguarding Policy. The school will consider the wishes and needs of the victim, the safety of all pupils and any support required for those involved. Behaviour sanctions may be applied alongside safeguarding action where appropriate.

See appendix 1 Anti-bullying Policy for further information.

Suspension and permanent exclusion

The school will have regard to the Department for Education statutory guidance (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)), and to its wider legal duties, including safeguarding, equality and SEND duties.

Principles and decision-making

Only the Headteacher (or an acting Headteacher lawfully carrying out that role) may suspend or permanently exclude a pupil on disciplinary grounds. Behaviour outside school may be grounds for suspension or permanent exclusion.

A suspension is a temporary exclusion for a fixed period. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. A suspension may include part of a school day; a lunchtime suspension counts as half a school day.

A permanent exclusion means that a pupil is no longer allowed to attend the school unless they are reinstated. It will only be used in response to a serious breach or persistent breaches of the school Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including staff or pupils.

Decisions will be lawful, reasonable, fair and proportionate. The Headteacher will establish the facts on the balance of probabilities and take account of the school's duty of care when a pupil is sent home.

Before deciding to suspend or permanently exclude, the Headteacher will consider relevant facts and evidence, the pupil's views in light of their age and understanding, any contributing factors, and whether appropriate support or intervention has been provided. Where relevant, a pupil will be supported to express their views through an advocate such as a parent or social worker.

The school will comply with the Equality Act 2010 and the Children and Families Act 2014. This includes considering reasonable adjustments for disabled pupils and whether a pupil's SEN or disability has contributed to the behaviour. Where a pupil has an EHC plan, the school will contact the local authority at an early stage about behavioural concerns and consider whether an early annual review is appropriate.

Where suspensions are becoming a regular occurrence, the school will consider whether suspension alone is effective and whether additional strategies are required.

A suspension cannot be extended or converted into a permanent exclusion. In exceptional circumstances, where further evidence comes to light, a further suspension may begin immediately after the first ends, or a permanent exclusion may begin immediately after the suspension ends; each decision must be made and notified separately.

Safeguarding and pupils with additional vulnerabilities
Where a pupil with a social worker is at risk of suspension or permanent exclusion, the Headteacher will involve the social worker, the Designated Safeguarding Lead (DSL) and parents as early as possible.

Where a looked-after child is at risk of suspension or permanent exclusion, the Designated Teacher will contact the relevant Virtual School Head (VSH) as soon as possible and seek advice on additional assessment and support. The pupil's Personal Education Plan will be considered and reviewed where appropriate.

For a previously looked-after child at risk of suspension or permanent exclusion, the school will engage with parents and the Designated Teacher and may seek advice from the VSH.

Where safeguarding concerns make it essential to separate pupils, the school may in rare circumstances temporarily forbid a pupil from attending the premises for safeguarding purposes. This is not a disciplinary exclusion. The DSL (or deputy) will take a lead role; parents will be told the reason; the governing board will be notified without delay; and the school will consider its duties under safeguarding, human rights and equality law. Education must still be arranged in accordance with the law.

Informing parents and other parties
Whenever a pupil is suspended or permanently excluded, the Headteacher will notify parents without delay of the period of suspension or the fact of permanent exclusion and the reason(s). The required information will also be provided in writing without delay. This will include:

- The reason(s) for the suspension or permanent exclusion and, for a suspension, its duration.
- Parents' right to make representations to the governing board and how the pupil may be involved.
- How representations should be made and, where the governing board must consider reinstatement, the right to attend, be represented at their own expense and bring a friend.
- The right to request that a governing board meeting is held via remote access, and how and to whom that request should be made.
- Where the pupil is of compulsory school age, the days on which parents must ensure the pupil is not present in a public place during school hours without reasonable justification. This applies to the first five school days of the exclusion, or until alternative provision starts or the suspension ends if earlier.
- Where alternative provision is arranged, its start date, session times, address and reporting arrangements, where reasonably ascertainable. If this information is not available by the end of the first afternoon, it will be provided without delay and normally at least 48 hours before the provision starts.

The Headteacher will notify the local authority without delay of every suspension and permanent exclusion, regardless of length. For a permanent exclusion of a pupil who lives in another local authority area, the pupil's home authority will also be informed without delay.

The Headteacher will notify the governing board without delay of any permanent exclusion; any suspension or permanent exclusion taking the pupil's total to more than five school days (or more than ten lunchtimes) in a term; and any exclusion that would result in the pupil missing a public examination or National Curriculum test. Other suspensions will be reported to the governing board once per term.

If the pupil has a social worker, or is looked after, the social worker and/or VSH will be notified without delay following a decision to suspend or permanently exclude, as applicable, and invited to relevant governing board meetings.

Education during an exclusion
During the first five school days of a suspension, the school will take reasonable steps to set and mark accessible and achievable work where the pupil is not attending alternative provision. The school's duties towards pupils with SEND and disabilities continue to apply.

For a suspension of more than five consecutive school days, the governing board must arrange suitable full-time education for a pupil of compulsory school age to begin no later than the sixth school day. Consecutive suspensions are treated cumulatively for this purpose.

Following a permanent exclusion, the local authority must arrange suitable full-time education to begin from the sixth school day after the first day of the permanent exclusion.

For a looked-after child or a child with a social worker, the school and local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion where possible.

Reintegration following suspension
The school will support a pupil to reintegrate successfully following a suspension or a cancelled exclusion. A reintegration strategy will offer a fresh start, support the pupil to understand the impact of their behaviour, help them meet the school's expectations, rebuild belonging and re-engage with learning. The strategy will normally be communicated at a reintegration meeting before or at the start of the pupil's return and reviewed as necessary with the pupil, parents and relevant professionals. A pupil will not be prevented from returning because a parent is unable or unwilling to attend a reintegration meeting.

Cancelling an exclusion
The Headteacher may cancel a suspension or permanent exclusion that has begun, or is due to begin, only before the governing board has met to consider reinstatement. Where an exclusion is cancelled:

- Parents, the governing board and local authority, and where applicable the social worker and VSH, will be notified without delay and told the reason for the cancellation.
- Parents will be offered an opportunity to meet the Headteacher without delay to discuss the circumstances.
- The pupil will be allowed to return to school without delay.
- Days already spent out of school because of the exclusion will count towards the 45-school-day annual maximum.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in the academic year, or would have been by the time the cancellation takes effect.

Governing board consideration
The governing board has a duty to consider parents' representations about suspensions and permanent exclusions. It must consider and decide on reinstatement within 15 school days of receiving notice where the exclusion is permanent, where a suspension would take the pupil's total to more than 15 school days in a term, or where the exclusion would result in the pupil missing a public examination or National Curriculum test. The school will follow the statutory guidance and legal timescales for all other governing board consideration and any subsequent independent review process.

Roles and Responsibilities
The role of the class teacher
It is the responsibility of the class teacher to ensure that:

- school rules are enforced and that their class behaves in a responsible manner at all times.
- high expectations of behaviour are maintained and all children work to the best of their ability.
- they treat each child fairly and enforces the school values and behaviour windscreen consistently.
- they treat all children in their class with respect and understanding.
- keep a record of serious/persistent incidents on CPOMS.
- they liaise with external agencies, as necessary, to support and guide the progress of each child.
- they report to parents about the progress of each child in their class, in line with the whole school policy.
- they contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- Only the Headteacher (or an acting Headteacher lawfully carrying out that role) may suspend or permanently exclude a pupil on disciplinary grounds. Suspension and permanent exclusion will be used in accordance with the statutory DfE guidance and the section later in this policy.

The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school values and expectations in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Alternatively, we also make a point of informing parents when their child is behaving particularly well or showing a noticeable improvement in attitude.
- If the school has to use reasonable and proportionate sanctions in response to misbehaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should contact the class teacher or the Headteacher. If the concern remains, they should follow the complaints procedure.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring behaviour and equality

Leaders will monitor behaviour information, including serious incidents, bullying, use of removal, suspensions and permanent exclusions, to identify patterns and evaluate whether the policy is working fairly and effectively. Where appropriate, information will be considered by pupil group, including pupils with SEND and pupils sharing protected characteristics, so that disproportionate impact or emerging concerns can be identified and addressed. The governing body will receive appropriate information to support its strategic oversight.

Appendix 1 – Anti-bullying policy

Our School:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Uses SMART with a heart throughout Computing curriculum.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying and online behaviour

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (*Note: Schools should ensure they access the DfE*

'Searching, screening and confiscation at school' *and* Childnet *cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully*)

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.
- Smart with a heart.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges, and suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; eg Police or referrals to Early Help, #Thrive and CAMHS

Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as:
  - children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support
The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training
The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, anti-bullying ambassadors etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying day.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils
We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers
We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.