

Windmill Primary School



Positive Behaviour Policy

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Version Control

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Behaviour and Culture in Community Academies Trust Schools

The Community Academies Trust (CAT) approach to behaviour and culture is founded on the principle of high expectations and high regard, applied in equal measure.

Our schools are proud to set high standards for behaviour, with the expectation that:

- interactions are respectful at all times and in all places;
- bullying, discrimination, harassment and violence are never tolerated;
- high-quality teaching and learning are the norm, given their fundamental link to positive behaviour.

We believe that school culture is the foundation of successful pupil behaviour. We define school culture as:

**The shared values, relationships and behaviours of pupils, staff and families.
It is the way the school feels, because of the way everyone behaves.**

We believe that every child should feel safe and valued, confident that they belong within their school community.

Our non-negotiable shared values

- Every pupil has the right to learn;
- Every teacher has the right to teach without disruption;
- All members of our school and trust community are expected to take responsibility for their actions;
- When behaviour falls short of expectations, we seek to understand the child and support them to make better choices.

What our relationships look like

Strong and trusting relationships between pupils, staff and families create the consistency and positivity needed for children to thrive. In all CAT schools we:

- have high expectations of and high regard for every member of our community;
- respect each other by noticing, understanding and valuing our similarities and differences;
- ensure every child is recognised, respected and treated with dignity and care;
- follow trauma-informed, inclusive approaches, recognising individual needs;
- commit to ensuring excellence in our behaviours and attitudes.

What to expect from a CAT school

In all our schools we:

- promote and celebrate good behaviour through recognition and rewards;
- use restorative approaches, including restorative conversations, wherever appropriate;
- work collaboratively to repair relationships, rebuild trust and move forward positively;
- prioritise inclusion by recognising that behaviour is often influenced by educational needs, disabilities, vulnerabilities and physical or mental health. Wherever possible, we adapt our approaches to meet individual needs, ensuring all pupils are in the best position to succeed.

Through high expectations and high regard for one another, we build strong relationships and a shared sense of responsibility, creating the conditions for every child to flourish.

WINDMILL PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

(INCLUDING ANTI-BULLYING)

We choose not to specify school rules at Windmill Primary school. Instead, we base our approach on our six fundamental values which underpin everything that we do.

Our values are essentially the backbone of our school. They serve as guiding principles, shaping our interactions, decisions, and overall ethos. All staff, without exception, adhere to and embody these values in their professional and personal conduct. By upholding these values, we create a consistent and nurturing environment that fosters respect, integrity, and a strong sense of community. Our values are not just words on a wall; we use them in everything we do, from teaching and learning to relationships and collaboration. They are central to our identity and essential for creating a positive and inclusive learning environment.

'Every day is a new day'

We believe in fresh starts, learning from our mistakes and forgiving each other.

'Be there for each other'

We believe in supporting and looking after each other, especially in times of need.

'Aim high'

We believe that we should not feel limited by doubt - our own or other people's, we should be optimistic.

'Do your best'

We believe that effort is important - compare yourself to yourself, not to others.

'Don't give up'

We believe that it's good to be committed and to persevere, that's how we make progress.

'Believe in yourself'

We believe that to achieve we must first believe.

Legislation and statutory requirements

This policy is based on help and guidance from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force and other restrictive interventions in schools](#)
- [School suspensions and permanent exclusions](#)

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 safeguard 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 statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Ethos

At Windmill, we put building relationships at the heart of everything we do and believe that the best strategy to bring about good conduct and positive attitudes is to focus on establishing and maintaining positive relationships; our paramount focus lies in cultivating strong relationships with our students as we deeply understand the profound impact it has on all aspects of our work. By thoroughly knowing each child, we can tailor our approach to meet their unique needs, fostering trust and creating a supportive learning environment.

High-quality interactions underpin these relationships, enabling effective communication and meaningful connections with our students. Through consistent efforts in building and nurturing such relationships, we not only enhance academic outcomes but also contribute to the holistic well-being and development of our children.

Children experience an overwhelming positive and inclusive welcome to school; we always aim to include every child in a wide range of learning opportunities. Children are listened to, appreciated and supported. Our vision is that our children *GROW*, becoming Generous, Resilient, Optimistic and Wise citizens, ready to be successful in life.

We expect families to support us in upholding our behaviour policy. We will endeavour to communicate effectively with families about pupils' attitudes and behaviours and we trust that parents and carers will give consistent messages about positive and respectful behaviour.

We expect pupils' behaviour to continue to be positive and respectful outside of the school grounds, reflecting well on our school and our community.

Our school motto is '**Enjoyment, Achievement and Aspirations**' and we consider this when assessing pupils' behaviour:

- Pupils should **enjoy** being at school: 'Love school, love learning'
- Pupils should experience **achievement**: 'Celebrate successes, understand failures'
- Pupils should **aspire** to greater things: 'Broaden horizons, realise potential'

Golden Time

As part of our commitment to building excellent relationships our pupils, we have dedicated relational time built into our school week. Every Friday, all class-based staff are expected to spend half an hour of the day, purely focussed on building and strengthening relationships with children. This is an entitlement for all our pupils and is not based on merit. Golden Time cannot be taken away as a consequence for behaviour.

Adult behaviour

We endeavour to make positive praise and celebration of success the overriding feature of each day and to be fair and consistent in our expectations of pupils. We try to communicate clearly those expectations and to give varied opportunities for pupils to make good decisions about their conduct.

Consistently good pupil behaviour is unlikely to be seen unless there is consistent adult behaviour, so at all times, we ask that adults will:

- Treat positive pupil behaviour with passion, enthusiasm, humour, praise and emotion
- Be in control of their emotions and deal with situations in a calm and considered way
 - If this is not possible, they will allow another adult to take over
- Focus on positives, rather than dwelling on negatives
 - Seek to include rather than exclude
- Repeatedly refer back to the Windmill values
- Follow the agreed rewards and consequences outlined below

Pupil behaviour

We expect all pupils to:

- Have attendance at 96% or higher (no more than one day's absence per half-term)
- Arrive for the start of the school day at 8:45am
- Wear correct school uniform
- Be ready to learn quickly, without wasting time
- Allow all other members of the class to learn and the adults to support
 - Listen, without interrupting
 - Follow instructions
 - Do their **best** and let others do the same
 - Be polite and encouraging to others
 - Request help from an adult at appropriate times and in an appropriate way
- Walk in the school building

We will not accept:

- Disruption to learning (**persistent disruption may lead to exclusion from school**)
- Damage to other people's property and the school environment
- Refusal of reasonable requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, threats and intimidation
- Racism, homophobia, transphobia or sexism (name calling and any type of harassment)
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Pupils chewing gum on the premises or consuming 'energy drinks' before school
- Abusive or foul language
- Violent behaviour with intent to injure another person

All of the above is encompassed by our school values.

Rewards

The overriding ethos of our school is positivity and inclusivity.

We look for all opportunities to reward and we do this in a very public way through the use of Class Dojo (www.classdojo.com), good news certificates sent home, celebration assemblies, Stars of the Week, mentions in our Weekly Bulletin and annual awards (including our Honours Boards in the entrance foyer).

Often, rewards are not tangible – they are smiles and kind words (and we aim to give those away liberally).

Houses



At Windmill, each pupil and member of staff - other than the headteacher and deputy headteacher - belong to a house, which helps to develop each person's sense of personal and collective responsibility. As well as promoting a sense of belonging, our house system also makes sure we recognise and celebrate all kinds of achievements. Each house shield and motto focuses on one of the school values:

- Cluddley - 'Aim High'
- Upton - 'Do Your Best'
- Henmoor - 'Don't Give Up'
- Rowton - 'Believe In Yourself'

There are several benefits to the house system: children are offered opportunities and encouraged to take part in extra-curricular activities, children experience friendly competition between houses, pupils gain greater experience of both winning and losing, behaviour is positively managed as the house system ensures staff recognise and celebrate all kinds of achievements and Upper Key Stage 2 pupils are offered more organisational and leadership opportunities.

At the end of each year, the house which has earned the highest amount of house points wins the Windmill House Cup. The Windmill House Cup will be presented in the final assembly of the year to the winning house. Each member of the winning house will be presented with a medal to commemorate their achievements that year.

House points (Rs) can be earned each day.

- Impressing the class teacher (1 point)
- Demonstrating our school values to others (1 point)
- Doing something amazing (4 or 5 points)*
- Being chosen as Star of the Week (5 points)*
- Representing school (5 points)

Possible escalation of rewards during a school day:

- R1: House point
- R2: Further house point
- R3: Further house point
- R4: Good news certificate (from teachers to families explaining something a child has done well)
- R5: Seeing the headteacher/senior member of staff (to share good work or behaviour)
- R6: Star of the Week award (a chosen pupil from each class will come to the front of the assembly and their class teacher will explain why they have been chosen. The pupils receive a sticker to wear and a certificate to take home)

* It is possible for a child to jump straight to R4, R5 or R6 if they have done something particular that impresses a member of staff.

Other rewards

- **Attendance certificates and cakes** (for each term)
- **VIP day including a trip to the cinema** (for each class that wins the Attendance Space Race)
- **Annual awards** (usually just for Year 6 pupils) for Attainment/Progress, Maths, English, Sport, Creative Arts and School Council work (pupils' names will go onto the school honours boards in the entrance foyer – permanently)
- **Reader of the half term awards**

Class teachers may also add their own reward ideas to supplement all the above if the Assistant Headteacher for behaviour and attendance has been consulted.

Consequences

Alongside our overarching positive and inclusive approach, we have a clear sequence of consequences because children respond well to clear expectations and a clear framework of responsibility and accountability. This approach gives children several opportunities to make good choices and to understand how not keeping to our values can affect others.

Escalation of consequences during a school day:

- Warning
 - Member of staff says what is happening, reminds of expectations/value and explains the good choice that is needed:
 - e.g. "You are talking while I'm talking. That is not respectful behaviour. Stop talking please, or it is a C1."
 - or, (more serious) "You are preventing other children from learning. If you carry on, you will go straight to C4. You will leave the classroom so that we can get on with our learning."
- C1 – First negative behaviour
 - e.g. "You have continued to talk. You are now on a C1. Thank you to those not talking." Member of staff may acknowledge the positive behaviour of others.
- C2 – Second negative behaviour

- Member of staff says what is happening:
 - e.g. “You are not making an effort with your work. That is not following my instructions. You are now on a C2.”
- Member of staff then tries speaking calmly, quietly and supportively with the pupil, perhaps coming down to the pupil’s eye level.
- Member of staff gives another, reasonable positive choice to achieve success.
 - Say the amount of work a child must do by a given time
 - Move seats
 - Alternative activity
 - Take a time-out, asking the pupil needs anything in order to improve.
- C3 – Third negative behaviour
 - Member of staff says what is happening:
 - e.g. “You have chosen to talk/not make an effort/other. You are now on a C3, which is one step away from having to leave the classroom because your behaviour is not respectful to others.”
 - At this stage, consider asking Assistant Headteacher or the Emotional Literacy Support Coordinator (ELSCo/Behaviour Lead) for advice.
- C4 – Fourth negative behaviour – Time Out of classroom
(or immediate C4 for behaviour intended to prevent others from learning)

Now logged on CPOMS by the lead adult dealing with the situation. They must also inform the lead member of classroom staff about the consequence.

- Member of staff says what is happening
 - e.g. “You have now moved to a C4 because... so you can no longer stay in the room.”
- Members of staff ensure that pupil is taken to a neighbouring classroom or the Inclusion Rooms, with the work they need to complete. Teachers will use their professional judgement to decide on the most appropriate location for a C4 to take place. At this time, the Assistant Headteacher or the Emotional Literacy Support Coordinator (ELSCo/Behaviour Lead) can be sought out for advice.
- Assistant Headteacher or the ELSCo/Behaviour Lead to be involved in supporting the pupil and warns about C5.
- Pupil may return to class after one hour if the work is completed and the Assistant Headteacher or the ELSCo/Behaviour Lead considers the pupil’s attitude to be appropriate. If a longer segregation is needed, this will be decided by the Assistant Headteacher or ELSCo/Behaviour Lead and communicated with the member of staff.
- On returning to class, a restorative conversation between the child and member of staff should take place which outlines how to avoid getting further consequences.
- The Assistant Headteacher or ELSCo/Behaviour Lead will inform the pupil’s family of the C4. The ELSCo/Behaviour Lead or Assistant Headteacher need to be made aware of this prior to the end of the school day to inform families.
- C5 – Fifth negative behaviour – After School Detention (lunchtime detentions may also be used at the discretion of the Assistant Headteacher or ELSCo/Behaviour

Lead, although are not our preference).

(or immediate C5 for violent/abusive behaviour, walking away from a member of staff, leaving a classroom without permission, swearing, rudeness, refusing to follow instructions*, refusing to wear school uniform, not doing C4).

- Member of staff says what is happening.
 - e.g “You have refused to complete your C4 appropriately OR You have *>done one of the above immediate actions<*. You have now moved to a C5. You will now be in after school detention in the Inclusion Rooms.”
 - *If a pupil is refusing to follow instructions, members of staff must have asked twice:
 - “Can you please...?”
 - “Are you refusing to do what I have asked you to do – because that will mean you will have a C5?”
 - On return to the class, the member of staff will discuss the pupil’s behaviour and how to avoid getting to C5 in the future – Restorative Practice is recommended (Appendix 2)
 - Family is informed of the C5
 - After three C5s for the same pupil within a half term, the Assistant Headteacher and ELSCo/Behaviour Lead will meet to discuss the child’s needs individually and agree actions moving forward. It is possible that at this point both the child’s class teacher and SENDco may be involved and an Early Help referral may be completed. Families will be invited into school following this to share agreed actions.
- C6 – Suspension
 - ELSCo/Behaviour Lead advises the Headteacher or Assistant Headteacher whether a C6 might be necessary.
 - For advice, the Assistant Headteacher may contact the pre-exclusion hotline on 01952 386380 before giving the final advice to the headteacher, who will make the decision. Jo Howell, Director of Safeguarding and Behaviour, may also be contacted.
 - If a suspension is decided, the family is informed of the suspension by phone and by letter.
 - This must be followed by a reintegration meeting between either the Assistant Headteacher or ELSCo/Behaviour Lead, the pupil and a parent/carer (it may also be helpful for the headteacher or Assistant Headteacher (SENDco) to be involved)

Further clarification about consequences

Time Out (C4)

- A C4 consequence begins immediately and continues for at least one hour (longer if deemed appropriate by the Assistant Headteacher or ELSCo/Behaviour Lead). Work, which the child should be able to independently access, will be provided by the pupil’s class teacher. If the child struggles with the set activity, the ELSCo/Behaviour Lead will provide support to ensure lost learning is minimised.

Detentions (C5)

- After-school detentions are 60 minutes for KS2 and 30 minutes for KS1. After-school detentions are not used in EYFS. In the detention, pupils begin by doing a verbal or written activity to consider the school values, followed by a period of reflection time. It may also be necessary for the pupil to complete any work that should have been completed during the school day.

Suspension (C6)

- A suspension will never be used without considerable thought from members of staff and approval from the headteacher or acting headteacher.
- For a suspension, a pupil is required to stay at home under appropriate family supervision. Appropriate work will be made available for the family. A reintegration meeting is required prior to the pupil returning to school, with the pupil and a parent/carer attending.
- While the child is suspended, the ELSCo/Behaviour Lead and Assistant Headteacher will meet to discuss the circumstances around the suspension, evaluate and potentially change any current strategies in place for the child.
- After a suspension, the ELSCo/Behaviour Lead will lead a reintegration meeting. Depending on the severity/frequency of the suspensions, it may be appropriate for the Assistant Headteacher or Headteacher to join or lead a reintegration meeting.
- During the reintegration meeting, the ELSCo/Behaviour Lead will lead a restorative conversation with the child/family, reestablish expectations and agree and adaptations to the child's current provision or agree new strategies.
- All reintegration meetings will be recorded on CPOMS alongside the initial suspension logs.

Managed Moves

A managed move is dependent on another local school agreeing to take a student. A place is offered on a short trial basis before the student is formally taken on roll at the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful. Parent/carer agreement is required for a managed move.

Off-site Direction

Off-site direction may only be used to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions have been unsuccessful or are deemed inappropriate. Placements are temporary and parents will be notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. The length of time a student spends in another mainstream school, or an alternative provision and the reintegration plan must be kept under review. Parent/carer agreement is not required for an off-site direction.

Permanent Exclusion

This is the most severe sanction available to a school. It is therefore very rarely used at Windmill Primary School and is reserved for the most grave or repeated breaches of discipline, where the headteacher feels that the relationship between the school and pupil has entirely broken down, or that the pupil represents such a threat to the education or safety of others that the only solution is a fresh start at another establishment.

Further information regarding suspensions and exclusions can be found in the [Exclusions Policy](#).

Fairness and Consistency

When parents/carers are to be contacted about behaviour (i.e. letters home, meetings with families, detentions, exclusions), the Assistant Headteacher or ELSCo/Behaviour Lead should be involved. A key aspect of that role is to ensure there is fair and consistent application of school rewards and consequences.

Damage to Property

Families will be required to pay for any damage caused deliberately by a pupil including books, equipment and to the building itself.

Positive courses of action to address behaviour concerns

Referrals

- Where a child has received a range of interventions from the school and this has not resulted in improvement, the school will seek guidance and support from the Local Authority or other agencies, for example:
 - Telford & Wrekin's Behaviour Support Team*
 - Pupil Referral Unit (The Linden Centre)*
 - Special School provision (Queensway, Haughton schools)*
 - Family and Education Support Worker
 - Statutory Assessment, involving an Educational Psychologist (EP) and/or a Learning Support Advisory Teacher (LSAT) and/or Child and Adolescent Mental Health Services (BeeU)
- * These referrals usually go to Fair Access Panel (FAP)
 - FAP meets every month and consists of a group of experienced staff, including; Headteachers, Head of School Improvement, Behaviour Support, Educational Psychologist, staff who lead and manage the Linden Centre, Pupil Referral Unit for Key Stage 1 and 2 (PRU) and any other specialist staff.
 - The school works with families to present evidence about the difficulties that a child is having and the strategies that have already been tried.
 - The school will ask FAP to recommend further support which may include:
 - An intervention period of 12-16 weeks at the Linden Centre PRU
 - Support in school by Inclusion Mentors
 - A modified timetable
 - A managed move to another school
 - During the agreed time, families are informed of advice, events and progress towards reintegration back into mainstream school, if this is appropriate.

Modified timetable (in conjunction with the Local Authority Attendance Support Team)

- To look after a child's mental health, the school may instigate a modified timetable.
- This is a reduced amount of time spent in school, where work is provided by the school and the child completes this at home.
- Paperwork for this is completed by the school and signed by the parents.

- A review date is set, with the intention that the child is integrated fully back into school.

Special Educational Needs and Disabilities (SEND)

When considering the behaviour of any pupil with SEND, we will carefully consider whether the pupil understood the rule or instruction and whether they were unable to act differently on account of their SEND need. Staff will then assess if it is appropriate to apply a consequence and if so, whether any adjustments need to be made to the consequence.

We acknowledge that a minority of children require special adaptations to our behaviour policy to address their individual needs effectively. The ELSCo/Behaviour Lead and Assistant Headteacher will thoroughly consider each child's needs and actively seek advice from staff members who work closely with the child to gain valuable insights and tailor our approach accordingly. Regular reviews are conducted to assess the effectiveness of these adaptations and make any necessary adjustments.

Pupil Support and Equal Opportunities

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 ELSCo/Behaviour Lead, Assistant Headteacher for behaviour and attitudes and 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 the Learning Support Advisory Teacher (LSAT), 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Looked After and Previously Looked After Children

For the purposes of this policy, the school will strive to, within the best of its ability, make provision for successful, where appropriate, behaviour support for Looked After and Previously Looked After children.

Looked after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs (usually Social, Emotional and Mental Health) which can often impact on their behaviour. The school recognises how important this is when considering how best to support the child. Staff will endeavour to have an understanding of the impact of trauma and attachment.

The school SENDCo, who is the designated teacher for looked after and previously looked-after children, will make timely communication with the Virtual School Headteacher, Social Worker and Carers, so that the school can be supported in deciding the best course of action to support the child with improving their behaviour and to avoid exclusion being necessary.

The power to discipline beyond the school perimeter

Disciplining beyond the school perimeter covers the school's response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The School Standards Committee must be satisfied that the measures proposed by the headteacher are lawful (see appendix 1).

Searching and confiscation

The headteacher, assistant headteacher and other senior leaders have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, drugs and stolen items. School staff can seize any banned or prohibited item found because of a search or is considered harmful or detrimental to school discipline (see appendix 3).

Physical intervention (see also the Physical Intervention Policy)

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

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

When considering the use of reasonable force, staff will consider the risks this poses to both them and the children involved.

Further guidance on using reasonable force can be found in [Use of Reasonable Force](#).

Accounts of all incidents involving physical intervention should be recorded on CPOMS and the family will be informed on the same day.

Children Leaving the School Site Without Permission

If a child attempts to leave the school site, staff may use reasonable physical intervention to keep them safe and prevent them from leaving.

If a child is witnessed leaving the perimeter of the school site:

- The observing staff member must immediately inform both a member of the admin team and a member of SLT.
- Admin staff will immediately contact the child's family and inform them of the information we know, about:
 - The time the child left the premises
 - Which direction they seemed to be heading in
 - Whether or not school staff are in pursuit
- The member of admin staff will ask the parent/carers if they would like us to notify the police, informing them that our normal protocol is wait 10 minutes to see if the child arrives at home.
- When possible, two staff members will follow at a safe distance (brisk walking pace) to avoid escalating the situation, maintain phone contact with school, and offer verbal reassurance to encourage the child to return.

- The member of SLT taking charge in the situation will determine when to notify the police, based on the risks that are assessed and considering the parent/carer's wishes.

All incidents will be recorded on CPOMS and a risk assessment will be completed and shared with the family to reduce the risk of recurrence.

Consequences and communication after a violent/abusive incident

An appropriate consequence will be decided in consultation with the Assistant Headteacher or ELSCo/Behaviour Lead and will take other factors into consideration:

- Why did the incident happen? Was there a trigger? Is it a recurrence / trend / pattern / copying?

The outcome of the incident, including details of an agreed consequence should be communicated to the victim/s, pupils witnessing the incident, members of staff who were involved, the headteacher and/or senior leaders.

Bullying and Child on Child Abuse

Staff and governors at Windmill Primary School do all they can to prevent bullying and abuse of any sort. We want to ensure that everyone in school feels safe, within a supportive and caring environment.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up" and we understand that nonrecognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

In cases where child on child abuse is identified, we will follow procedures outlined in the [Child on Child Abuse Policy](#).

Definition of bullying

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sports teams, in friendship or family groups or in the workplace.

There is no legal definition of bullying. But it is usually defined as:

repeated behaviour which is intended to hurt someone either emotionally or physically.

It is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying might involve:

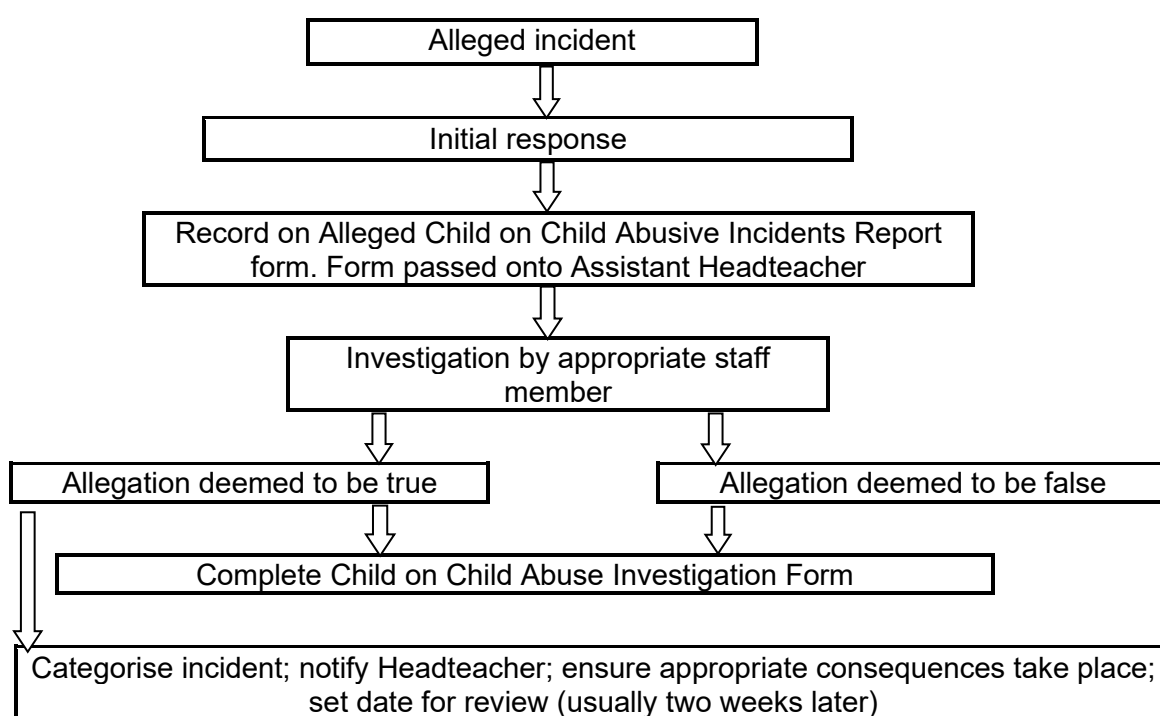
- Physical assault
- Verbal abuse (name-calling, teasing, offensive remarks, etc.)
- Online (cyber) bullying (abusive comments on social media, text messages, email, etc.)
- Indirect emotional torment (excluding from social groups or spreading rumours, etc.)
- Educational Needs, disabilities or physical attributes (hair, body shape, etc.)

Families can look out for signs of bullying and if they believe their child is being bullied. families should contact school, usually asking for the Assistant Headteacher or ELSCo/Behaviour Lead. We do not advise families to tell children to hit back – it usually makes matters worse.

Members of staff will report any concerns of bullying to the headteacher who will assign the most suitable member of staff to carry out the first part of the investigation.

Pupils should be reassured that their concerns are being taken seriously and will be investigated. Teachers, leaders and managers should deal with investigations and follow-ups swiftly and thoroughly. The Alleged Child-on-Child Abusive Incident Report and Investigation Forms should be used and filed in the Child-on-Child Abusive Incidents file in the headteacher's office. The headteacher or Assistant Headteacher will ensure that the electronic CPOMS system is updated. If the allegations are found to be true, there should be an appropriate consequence for the perpetrator. The families of the victim(s) and perpetrator(s) should be informed.

Overview of actions to be taken:



Racism / Sexism / Homophobia / Transphobia

- We promote British Values:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of different faiths and beliefs
- We therefore reject prejudice and discrimination and embrace a culture of inclusion.
- We treat prejudiced / discriminatory attitudes and behaviour seriously and respond immediately, implementing consequences for perpetrators and support and affirmation for the victim.
- We always involve families.
- We listen to all parties, reinforcing the school's culture of inclusion and British Values.
- We address underlying issues:

- e.g. an incident may not be racist/sexist/homophobic/transphobic in origin – it might be a general dispute in which abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist/sexist/homophobic/transphobic incident
- We make sure these issues are covered in the case of bullying – not just treating incidents as bullying, but also being able to explain why it is a racist/sexist/homophobic/transphobic incident.
 - If it is judged not to be a racist/sexist/homophobic/transphobic incident this MUST be explained to the parties involved. The incident might still be an infringement of the school's behaviour policy which needs a response.
- We address the perpetrator's behaviour and correct prejudices.
- Victims have a right to refer cases to the police if their parents so wish and all parties have a right to appeal to the School Standards Committee.

Cyber Bullying

We will work with families to address any incidents of online bullying between pupils of Windmill Primary School. We educate pupils on e-safety and we treat online bullying just as seriously as any other form of bullying.

Our advice is:

- For the child not to respond to any abusive messages
- Secure and preserve any evidence
- Inform the named online safety officer – Mark Gibbons
- Inform the sender's e-mail/messaging/social media service provider
- Inform and request the comments be removed if the site is administered externally through the school's named online safety officer, Mark Gibbons.
- Families of the children involved should be involved in dealing with any incidents
- Families should endeavour to trace the origin of the abuse and might consider informing the police depending on severity or repetitious nature of offence

Please also refer to the ICT Acceptable Use of Technology policy, including e-safety report and investigation forms.

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 behaviour 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](#).

Policy approved by governors: September 2026

Next review: September 2027

APPENDIX 1

The power to discipline beyond the school perimeter

Disciplining beyond the school perimeter covers the school's response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Any negative behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to/from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, negative behaviour at any time, whether or not the conditions above apply, that:

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

As a result of any of these behaviours, the Assistant Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the pupil involved will be contacted and invited into school to discuss the matter. Consequences for the behaviour will follow those issued by the school for negative behaviour during the school day. Parental support will be sought for consequences.

Following any incident, the Headteacher or Assistant Headteacher will consider whether it is appropriate to notify the police or Police Community Support Officers on Brookside of the actions taken against a pupil.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

APPENDIX 2

The Importance of Restoring a Relationship (Restorative Approaches)

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. When relationships could break down, we need to restore them.

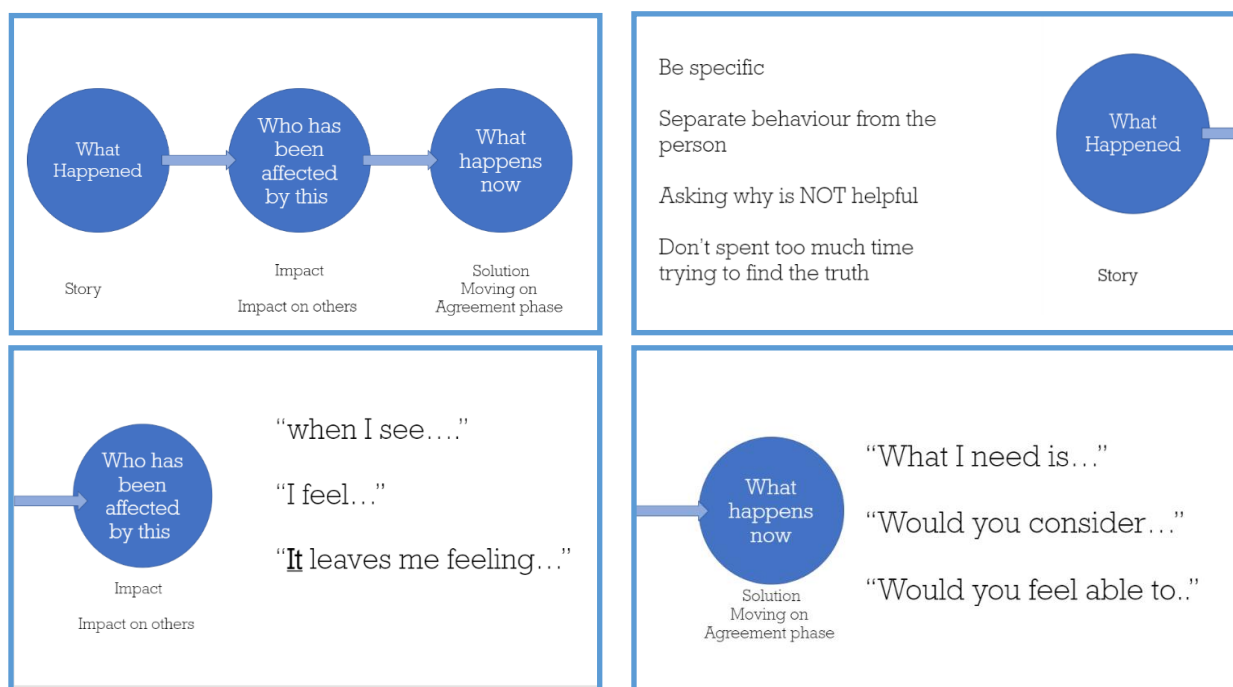
Where a response to unacceptable behaviour may lead a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults.

Staff members and children who have been subject to verbal or physical abuse and do not feel comfortable or ready to hold a restorative conversation will never be forced as part of our commitment to both pupil and staff wellbeing.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening again. The focus is not on the past, or to gain an apology, but on the future.

Staff will use a 3-step approach to structure restorative conversations.



Listening is critical to any restorative conversation and staff will always actively listen to a child's perspective around an event and allow for an individual to express their thoughts and feelings.

Staff are acutely aware of the impact language can have on children and are always careful to avoid accusatory language and to separate the behaviour from the child.

APPENDIX 3

Searching and confiscation

Below is a list of items that are banned from the school site and for which a search can be made:

- Vapes or cigarettes
- Alcohol
- Knives
- Lighters/matches
- Drugs
- Energy drinks
- Chewing gum
- Mobile phones
- Any item school have reason to believe may be stolen or is likely to be used to commit an offence or to cause personal injury or damage to property

Mobile phones

Mobile phones are not allowed in school. If families wish for their child to have a mobile phone for walking to from/school for safety reasons, it needs to be handed in at the main school office prior to school starting, where it will be locked away, and collected after 3:15pm.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search, however as good practice we will do so whenever a search and/or confiscation has taken place.

The school will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Searches will be carried out in line with the [searching, screening and confiscation guidance](#).