



Behaviour Policy (incl. Anti-Bullying)

This policy was adopted by Governors at the meeting held on :	
Signed (Academy Committee Chair):	Sir Alan Craft
Date of Review:	Autumn 2026

Vision

At Embleton Vincent Edwards C of E Primary School, as a community, we provide 'support for life' for all our pupils following Jesus' example of compassion, perseverance and respect - **CPR**.

Compassion - having regard for those less fortunate than we are, having empathy for others when they are struggling, helping others in practical ways when they cannot help themselves.

Perseverance - keeping going in the face of challenge, determination, commitment to a task or a principle, tenacity and stickability, not being defeated by obstacles.

Respect - recognising and valuing difference and diversity, having regard for "the other", valuing tradition and culture other than our own, taking seriously a responsibility to care for creation, having respect for our own minds and bodies.

Aims and Expectations

At Embleton Vincent Edwards Church of England Primary School, we seek to create a safe friendly environment, which recognises the value of each person and the importance of respecting the differences and needs in each person. We promote Christian values of love and forgiveness. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and community.

We want everyone in the school to feel valued and respected, and to be treated fairly and well. We recognise that children learn respect by receiving it. We are a caring Christian community, whose values are built on mutual trust and respect with an understanding of right and wrong; the confidence to acknowledge wrongdoing; the ability to forgive one another and the knowledge that it is possible to begin again. The school behaviour policy is designed to support all members of the school to live and work together. The school has a number of school rules, but the primary aim of this policy is to

encourage good behaviour, prevent bullying and ensure everyone's safety. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, in an effective and considerate way.

Bullying should always be taken seriously. All bullying is unacceptable, whatever form it takes.

- We aim to tackle bullying by trying to prevent it from happening in the first place and by dealing with it consistently, fairly and effectively when it does. The school tries to ensure that all pupils understand the difference between bullying and simply 'falling out'.
- We treat all children fairly and apply the guidance in this policy in a consistent way.
- We encourage good behaviour in our school in order to develop strong self-esteem, a healthy respect for others and a well ordered environment with a working atmosphere that is conducive to high quality, successful learning.
- We aim, in each of our pupils, to develop self- control and nurture and encourage the ability to make wise decisions.
- We regularly remind pupils that if things go wrong because of disagreements, misunderstandings or lack of self- control any of the staff in school are able and willing to listen and provide support and we frequently encourage this.
- We encourage positive self- esteem, success and good behaviour through a rewards system. This is used to congratulate and celebrate good behaviour and positive attitudes throughout the school. Celebration of achievements takes place in Collective Worship, weekly, with the whole school.

Policy References

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- SEND Code of Practice 2014

This policy has due regard to the following guidance:

- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

Executive Headteacher Mrs Diane Lakey

Embleton Vincent Edwards CE Primary School, Embleton, Alnwick, Northumberland NE66 3XR

Registered address: Pele Trust c/o Ponteland High School, The Crescent, Callerton Lane, Ponteland, Newcastle-upon-Tyne NE20 9EG
A charitable company limited by guarantee registered in England and Wales (company number: 11395017).



Embleton Vincent Edwards CE
Primary School is part of Pele Trust.

- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- School Uniform Policy
- Low Level Concerns Policy
- Complaints Policy
- Online Safety Policy

Strategies for Encouraging Good Behaviour

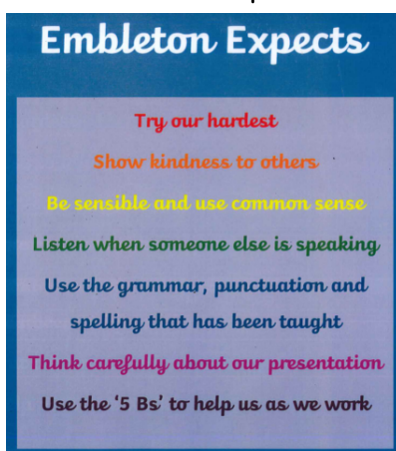
At Embleton Vincent Edwards CofE Aided Primary School, as a community, we provide 'support for life' for all our pupils following Jesus' example of compassion, perseverance and respect - **CPR**.

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The 'Embleton Expects' rules reflect and reinforce this throughout school.



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Rewards

We praise and reward children for effort, success and positive behaviour in a variety of ways, relevant to the age and development of the pupils, such as through 'marbles in a jar' rewards, Friday treats, stickers, certificates. Each week children who have had significant success, in any area of school life, are chosen for the 'Star of the Week' award.

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g., showing certificates etc. in Collective Worship.

The Thrive Approach

The Executive Headteacher, Diane Lakey, is an accredited Thrive Practitioner. Two additional staff members have previously held Thrive accreditation. The Thrive Approach is used as an approach to develop positive relationships and behaviour regulation, as well as to support pupils who have emotional development needs.

Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Behaviour Incidents

We expect children to listen carefully to instructions in lessons. If they persistently do not, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best. If they do not try, we may ask them to redo a task.

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If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the staff member records the incident in the school behaviour log and/or Sims system. The Headteacher will ultimately decide which action to take. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher contacts the parents/carers of all the children involved in order to discuss the situation and agree a way forward.

Pupils who behave inappropriately either physically or verbally to one another or to a member of staff will leave the situation to discuss the incident with a member of staff, following the Thrive Approach 'Vital Relational Functions': attune; validate; contain; and regulate.

All involved have the opportunity to explain the events, recognise that they are responsible for their own behaviour and consider how best to put things right. An apology, with the understanding that this requires determination to avoid repetition of the incident, is usually exchanged. This may be verbally or in writing. Once this has happened the incident is closed.

If the incident is more serious, it will be logged in the ScholarPack computer behaviour log and the teacher responsible for the children will speak to the parents/ carers of all those concerned.

Behaviour that causes distress or disrupts other children's learning will not be tolerated.

If a pattern of disruptive behaviour occurs the school will consult outside agencies e.g., Northumberland Inclusive Education Services. Further support for the pupil, parents and staff will be put in place. If a pupil presents a risk to her/himself or others, or to property, positive handling policy procedures may be followed. A short, fixed term exclusion from the school may be considered and undertaken if considered the best course of action, in consultation with the Chair of Governors and appropriate outside agencies.

Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour that is repeated over time on those who feel powerless to resist, with the intention of causing distress. The people involved are: those who are bullied; any witnesses; those who carry out the bullying behaviour.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults, or between adults and children.

Bullying typically has seven elements:

- an initial desire to hurt;
- the desire is expressed in action;
- someone is hurt either physically or emotionally;
- there is an imbalance of power;
- it is without justification;

- it is typically repeated;
- evidence of enjoyment by those who bully.

Bullying can take the following forms:

- **Physical** - hitting, kicking, nipping, tripping, shoving, taking belongings, damaging property.
- **Verbal** - name calling, insulting, intimidating, teasing, making offensive remarks.
- **Cyber** - using digital technology to: send abusive or hurtful texts/emails/posts/images or videos; deliberately excluding others online; spreading nasty gossip or rumours; imitating others online or using their log-in.
- **Covert**- ignoring people, leaving them out of groups, lying, spreading rumours, playing nasty jokes to embarrass and humiliate, negative facial or physical gestures, menacing or contemptuous looks, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.
- **Prejudicial** - this can include all of the other types of bullying but is based on targeting those who are different in terms of race, religion, disability, sexual orientation or appearance.

In line with the latest guidance, Embleton Vincent Edwards C of E Primary school will ensure that the school has in place:

1. Procedures to minimise the risk of child on child abuse;
2. The systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
3. How allegations of peer-on-peer abuse will be recorded, investigated and dealt with;
4. Clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported;
5. A recognition that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported;

Child on Child abuse is also clearly referenced in the school's Safeguarding Policy.

Recognising Bullying

Anyone can bully or experience bullying. Bullying is not a natural part of growing up and should never be accepted as such. All bullying is unacceptable.

Those being bullied may show some of the following signs:

- becoming withdrawn or disruptive;
- a marked change in behaviour;
- unwillingness to take part in activities;
- unwillingness to venture into some areas of a building;
- possessions go missing;

- property is damaged;
- signs of distress, such as crying easily;
- physical symptoms such as bruising, stomach upsets, headaches, bedwetting, sleep disruption;
- stealing things to give to the bully or replace taken items.
- those who are bullied are often reluctant to say what is wrong or ask for help.

Sexual Abuse and Harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Preventative Behaviour Measures

- Training staff in positive techniques, e.g., Thrive Approach
- Training pupils as 'Breaktime Buddies' (older children who volunteer to care for and play with others) and peer mediators.
- Relationships units of work in the PSHE/RSHE curriculums.
- Activities during 'Anti-bullying Week' (more information available)
- Acts of Collective Worship which focus on bullying, feelings, friendships.
- Circle Time and Philosophy discussions.
- PSHE lessons on bullying, feelings, friendships, responsibilities.

Actions to Tackle Bullying

In this school we aim to tackle bullying by trying to prevent it from happening in the first place, and by tackling it consistently, fairly and effectively when it does. There are regular activities that are

part of preventative work, and will help all the children in the school to understand what bullying is, how it feels and what to do if it happens to them or they see it happening. Pupils focus on celebrating similarities and differences. Differences are often used as a reason for bullying – something that we make clear is unacceptable in our school.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

What to do if there is a behaviour incident in school:

Pupils:

If pupils have been involved in an incident either receiving unacceptable behaviour or bullying, giving it, or as witnesses, they should be clear that they should share it with a member of staff immediately and that sharing is not 'telling tales,' but a way to put a stop to the distress caused to themselves or to another child.

The member of staff will hear all sides of the story listening to each child involved individually away from other children. This helps the child to take responsibility for their actions and build a greater sense of responsibility and, therefore, reduce the likelihood of recurrence of similar acts in the future.

Parents:

We expect parents to share any concerns they may have about their child's wellbeing. This includes any indication that their child may be having difficulties with relationships or any indication of any bullying incidents.

If there is a behaviour incident, including bullying (by the definitions outlined in this policy) parents will be informed and asked to come in to discuss the problem. The school works with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules 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 work with the school, as set out in the home-school agreement. We inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher, in line with our Low Level Concerns and Complaints policies.

All Staff:

The member of staff will report any incident to the Headteacher at the earliest opportunity. The details will be recorded in the school's log.

Staff will encourage a culture in which it is safe to share feelings and concerns.

Additional circle time and other activities to reinforce positive, supportive behaviour will take place when appropriate, either in small groups or with the class or whole school.

The pupil who has caused a behaviour incident, or bullied, will need to develop empathy and respect for others and learn to recognise that actions have consequences and that they are responsible for them.

The pupil who has been a victim of a behaviour incident, or who has been bullied, may need a period of time away from the perpetrator, e.g., in a classroom with a friend instead of in the playground.

Staff will be given regular opportunities for training in behaviour support and anti-bullying strategies. Staff are responsible for developing supportive, respectful, and trustworthy relationships with each other.

Class Teacher:

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of children's behaviour, and they strive to ensure that all children work to the best of their ability. Teachers are responsible for developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

The class teacher treats each child fairly and enforces the classroom code of behaviour consistently. The teacher treats all children in their class with respect and understanding.

If a child displays challenging behaviour repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in line with school policy. However, if behaviour of concern continues, the class teacher seeks help and advice from the Headteacher.

If necessary, support from external agencies will be sought to aid and guide the progress of the child. The class teacher may, for example, discuss the needs of a child with Emotional Wellbeing Support Service.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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.

The Headteacher keeps records of all reported serious incidents of challenging behaviour.

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.

Our named Governor with responsibility for behaviour and anti-bullying is ????.

Pupil Behaviour Outside of the School

Teachers can discipline pupils for incidents outside of school if:

- a pupil is taking part in a school organised or school-related activity;
- they are travelling to or from school;
- they are wearing their school uniform or are identifiable as a pupil of ours;
- their behaviour could have repercussions for the orderly running of the school;
- their behaviour poses a threat to another pupil or member of the public;
- their behaviour could adversely affect the reputation of the school.

A Headteacher's duty of care to prevent bullying is applied only within the precincts of the school.

However, where a pupil reports bullying off the school premises, it may be appropriate to:

- talk to school transport providers if bullying happens on school minibuses or taxis;
- talk to the Headteachers of other local schools where pupils from these schools are involved;
- talk to pupils about how to handle bullying outside school premises;
- Discuss specific problem areas with our local community police officer.

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Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Monitoring, Evaluation and Review

The school will review this policy annually in consultation with the pupils, parents/carers, staff and Governors and assess its implementation and effectiveness. The policy will continue to be positively promoted and implemented throughout the school.