Barnburgh Primary Academy

BEHAVIOUR POLICY

including our

ANTI-BULLYING POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	NW	• New format	October 2023	Annually
2.0	NW	• Updated home school agreement	October 2024	Annually
3.0	Jo Potts	• Deletion of statement of behavior reference and proforma • Deletion of Doncaster Behaviour thresholds due to being outdated and no longer an LA school • New section included: anti-bullying policy	September 2025	Annually
4.0	Jo Potts	• No changes made	September 26	Annually

CONTENTS

SUPPORTING THE POLICY 3
STATEMENT OF BEHAVIOUR PRINCIPLES 4
BEHAVIOUR POLICY INTRODUCTION 5
RATIONALE 5
AIMS 6
POLICY INTO PRACTICE 8
PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM 10
PROMOTING A POSITIVE ATTITUDE TO LEARNING IN THE CLASSROOM 11
PROMOTING A POSITIVE BEHAVIOUR AT PLAYTIME AND LUNCHTIMES 12
REWARDS 12
CONSEQUENCES 13
POSITIVE HANDLING 13
INCLUSION 14
HOME SCHOOL AGREEMENT 15
POSITIVE HANDLING SIGNIFICANT INCIDENT RECORD 16
ANTI-BULLYING POLICY 17

SUPPORTING THE POLICY

'You cannot solve the problem with the same kind of thinking that has created the problem'.
Albert Einstein

'Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending.'
Anon

'A kind answer soothes angry feelings, but harsh words stir them up.'
Proverbs 15:1

'I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whethera crisis will be escalated or de-escalated, and a child humanised or de-humanised'.

(Elton Report: Discipline in Schools)

STATEMENT OF BEHAVIOURS PRINCIPLES

At Barnburgh Primary Academy we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. We value everyone as an individual. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness, tolerance and consistency. We have high expectations that support the development of our children as effective and responsible citizens.

PRINCIPLES:

Core Values:
All members of our school community will demonstrate respect for our core values – independence, perseverance, courage, respect & ambition. Behaviour from all stakeholders that reflects these values will foster a supportive and positive learning environment.

Inclusivity:
We are committed to creating an inclusive school environment where every individual feels valued and respected regardless of their background. Behaviour will promote acceptance and understanding among all children, ensuring that everyone has the opportunity to thrive.

Bullying Prevention:
Bullying of any kind will not be tolerated. We will actively promote a culture of kindness and respect, and any incidents of bullying will be addressed promptly and effectively to ensure the safety and well-being of all children.

British Values:
Our school will uphold British values, including democracy, the rule of law, individual liberty, and mutual respect. Behaviour will reflect these values, encouraging active participation in the school community and respect for diverse opinions.

Behaviour for Learning:
Children will be encouraged to take responsibility for their learning by displaying positive behaviours that enhance their educational experience. Good behaviour promotes engagement, cooperation, and effort, which are essential for academic success.

Restorative Practice:
We believe in restorative practice as a means of resolving conflicts and repairing harm. Rather than solely focusing on consequences for unacceptable behaviours, we will engage children in discussions that foster understanding, accountability, and reconciliation.

Rewards:
Recognising and rewarding positive behaviour is essential for reinforcing a positive school culture. We implement a clear reward system that acknowledges children's efforts, achievements, and adherence to our behaviour principles.

Consequences for Unacceptable Behaviour:
Unacceptable behaviour will lead to appropriate consequences that are fair, consistent, and designed to help children learn from their mistakes. These consequences will encourage reflection and a commitment to improved behaviour moving forward.

Relationships:
Building and maintaining positive relationships among children, staff, and the wider community is fundamental to fostering a supportive and productive learning environment. We encourage open communication, mutual respect, and collaboration, recognising that strong relationships are key to promoting positive behaviour and a sense of belonging within the school community.

Role Models:
It is essential that all members of the school community—staff, children, and parents—act as positive role models for one another. By demonstrating exemplary behaviour and embodying our core values, we create a culture of accountability and inspiration. Role models set the standard for behaviour, encouraging others to act respectfully, responsibly, and with integrity.

BEHAVIOUR POLICY INTRODUCTION

We recognise that the development of good pupil behaviour depends on a number of inter-linked factors. Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors which influence this development. It is the responsibility of all school staff to work actively on all of these key factors, in classrooms and in shared and public areas of the school as a whole. Everyone in school is encouraged to implement school rules fairly and consistently. We will regularly praise our children and catch them making good choices. From the earliest opportunity children will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society. Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

We believe the key factors contributing towards good pupil behaviour include:

- Effective, respectful relationships between all stakeholders where all adults always treat children with respect, dignity and understanding at all times including when responding to unacceptable behaviours from children.
- High quality, differentiated education which involves children, builds on success, ensures progression, involves and informs parents;
- An environment where social, emotional and academic learning is recognised and planned for
- Embedded, consistent routines that are shared with children;
- A fair and consistently applied strategy for responding to inappropriate behaviour;
- The active involvement of children in supporting the school with this policy;
- A calm, purposeful, positive ethos in school and in every classroom;
- A sense of community and partnership involving all stakeholders, including the children, where all are treated with respect and dignity;
- A physical environment that is uncluttered, clean and stimulating with high quality displays that celebrate al children's achievement;
- All staff promoting 'positive play' when on duty at break times and dinner times
- The provision of opportunities for children to develop social skills and to respond positively to each other

RATIONALE

We believe that good behaviour and discipline are:

- essential for successful teaching and learning
- essential in enabling school to function as an orderly community
- essential for independent learning and enquiry
- essential in enabling everyone to feel happy, safe, secure and valued

AIMS

We aim to keep Barnburgh Primary Academy a safe and happy place where children can learn and play without feeling afraid or worried. We are concerned with helping children to develop:

- socially acceptable attitudes with a focus on British Values
- self-regulation and emotional literacy
- self-discipline
- respect for others
- self confidence
- an acceptance of responsibility for their own actions

WE ARE COMMITTED TO PROMOTING AND CULTIVATING OUR CORE VALUES

Perseverance:	to never give up
Courage:	to take risks in our learning
Independence:	to think for ourselves
Respect:	to think and act in a positive way towards everyone and everything
Ambition:	to aim high

As a member of Leger Education Trust, we promote our Core Values as the skills our children need to apply to ASPIRE to achieve 'truly great' things.

It is essential that all adults in our school take primary responsibility for being proactive in developing and embedding relationships throughout school that are respectful, positive and empowering. The foundations of good behaviour are based on the positive reinforcement of good behaviour and a clear understanding of social and emotional development in children.

Everybody in the school must commit themselves to making any changes necessary to practices, policies and premises to ensure high standards of behaviour. Acceptable standards of behaviour and work depend on the example of each person's insistence on high expectations and a zero-tolerance of actions which are unacceptable. All adults in the school are role models. It is vital that the children see everyone in school acting in accordance with the principles of this policy.

In order to promote positive behaviour, staff will:

- Provide regular positive feedback to children and always encourage them.
- Recognise and encourage choices of good behaviour
- Clearly define the limits of acceptable and unacceptable behaviour
- Teach all rules and then reinforce them. Children can only really choose to do the right thing if it has been made absolutely clear and consistent about what we expect
- Reject the child's behaviour, not the child themselves
- Reward children for choosing good behaviour which may include Housepoints, ASPIRE Awards, stickers etc
- Recognise when children are not regulated and therefore cannot control their behaviours; these children will need to be co-regulated.
- Support children through social and emotional interventions and recognise their value in supporting a child to behave appropriately.
- Arrive in the classroom before the class
- Greet the class with positivity and a smile and begin on time
- Be prepared for all lessons
- Ensure appropriate pace in the lesson
- Make sure every child is learning and interested and re-shape lessons when this does not happen
- Extend and motivate all children

- Differentiate lessons to suit the needs of all learners.
- Support children in developing their social and emotional skills
- treat each child fairly and reinforce the Core Values and school rules consistently.
- treat all children with respect and dignity.
- record incidents of inappropriate and positive behaviour on CPOMs
- Seek advice and support from our inclusion team when a child continues to display unacceptable behaviours
- Have high expectations
- Insist on a clean and tidy classroom and school
- Report damage immediately
- Enforce the school's policies
- Accept that ALL staff have an equal shared responsibility to respond to incidents of negative behaviour.

In dealing with problems staff will:

- consider whether a child is regulated and able to take part in a conversation
- ensure that the child feels safe
- address the problem calmly and respectfully
- use strategies to diffuse a situation such as 'planned ignore', 'change of face', 'humour' etc. This list is not exhaustive.
- avoid confrontation
- listen
- apply restorative practice
- take time to establish all facts
- use sanctions sparingly and appropriately and fairly
- act consistently
- know their children well
- record all incidents of poor behavior on CPOMs and share with parents or carers
- apply the rules of the school
    - **We will think and act in a positive way towards ourselves and others.**
    - **We will take risks when we are learning and stand up for what is right.**
    - **We will follow instructions the first time they are given.**
    - **We will treat our school environment and the property of others with respect.**
    - **We will persevere and give our best effort in all that we do.**

Staff will not:

- Shout
- Use sarcasm
- Humiliate
- Over-react
- Punish disproportionately
- Use blanket punishments
- Use 'work' as a consequence for unacceptable behaviour (except where a pupil has not completed a task set in class as a result of defiance). **Children should never be asked to read as a consequence for poor choices**
- Deny access to aspects of the curriculum as a consequence for poor choices
- Speak about any child in a disrespectful manner

POLICY INTO PRACTICE

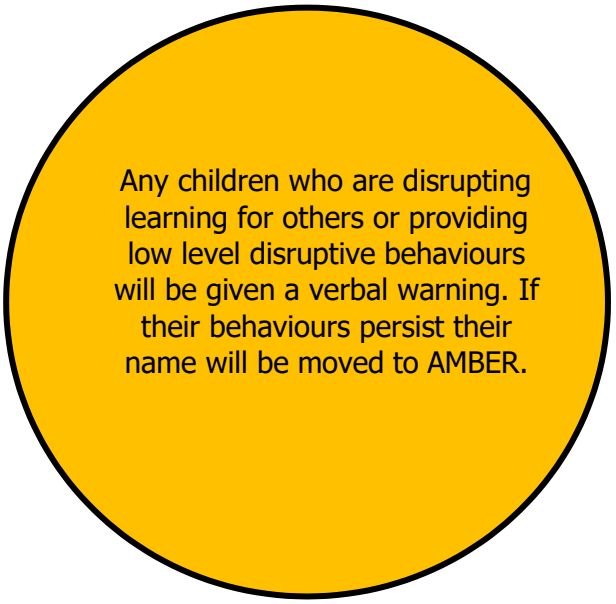
In the first week of each autumn term all children will be taught the system of rewards and consequences. They must understand the following points:

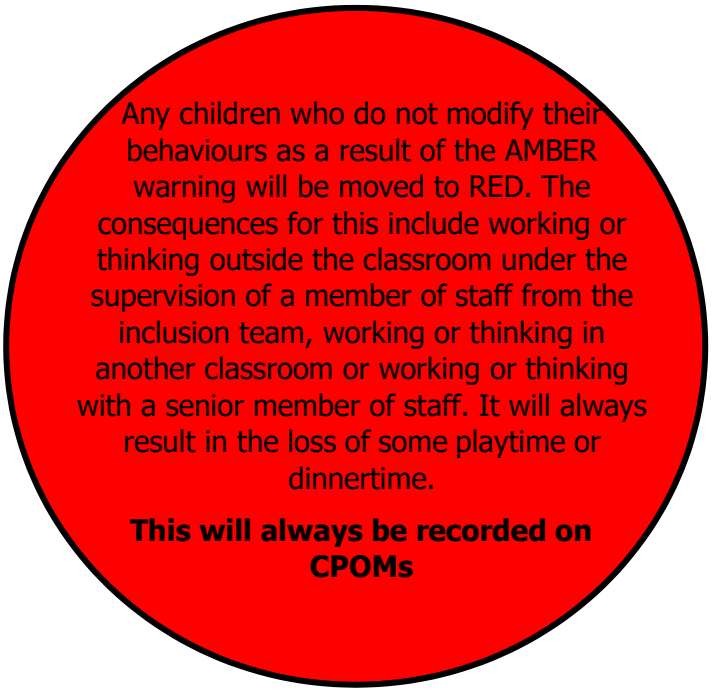
- A reward is given as a result of good behaviour, effort and achievement
- There is a hierarchical system of consequences, but it can be bypassed for very serious misbehaviour
- Consequences are not punishments – they are as a result of inappropriate, unacceptable behaviour
- the responsibility is on the children to choose to behave properly
- Every session is a fresh start except in the case of a serious breach of the school rules when a consequence for unacceptable behaviour may extend across a session.
- Every day is a new day.

At Barnburgh Primary Academy we use a Traffic Light system to promote positive behaviour.

- Parents do not need to be informed if a child moves to RED in one session on one day.
- If a child moves to red for a second session in a day, the Deputy Head, Assistant Head or Inclusion Leader should be informed and will have a discussion with the child. The intervention will be recorded on CPOMs. The class teacher may inform parents if this happens.
- If a child moves to red for a third time in one day, the Headteacher will be informed. The Headteacher will have a conversation with the child. The consequences will be to the headteacher's discretion but may result in the headteacher observing the child in class or isolating the child from class. The headteacher will record the actions taken in the behaviour file. The headteacher will speak to the parents or carers with the class teacher. This will all be recorded on CPOMs.
- A child may be asked to complete any work missed as a consequence of negative behaviour at home. In these instances, a phone call to parents must be made by the class teacher.
- Where a child is asked to miss all of their playtime, they must be provided with an opportunity to go to the toilet, have some water and access fresh air before they return to class.


All children's names are displayed on GREEN at the start of every day and every new session


Any children who are disrupting learning for others or providing low level disruptive behaviours will be given a verbal warning. If their behaviours persist their name will be moved to AMBER.


Any children who do not modify their behaviours as a result of the AMBER warning will be moved to RED. The consequences for this include working or thinking outside the classroom under the supervision of a member of staff from the inclusion team, working or thinking in another classroom or working or thinking with a senior member of staff. It will always result in the loss of some playtime or dinnertime.
This will always be recorded on CPOMs

PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

General classroom rules are those rules that are in place all day long throughout all activities. They are important because they let children know what basic behavioural expectations are asked of them. Staff discuss and negotiate class rules with children at the start of the school year so that children are aware of the expectations of them. Class rules should be prominently displayed and be revisited regularly to keep them relevant and used to maximum effect. This is important as there will be subtle but significant changes each year as children progress through the school. Rules must be worded positively to emphasise good behaviour and focus on behaviour that is observable to avoid ambiguity. For example: 'Keep hands and feet to yourself', as opposed to: 'Be kind to others'. Vaguely stated expectations may mean one thing to one child and an entirely different thing to another.

There are a variety of ways in which good behaviour will be recognised and rewarded in the classroom.

- Verbal praise and encouragement
- Visit to another member of staff
- Notes home through use of email or SchoolPing
- Conversation with parent/carer at the end of the day
- Recognition in assembly
- Housepoints
- Stickers

PROMOTING A POSITIVE ATTITUDE TO LEARNING IN THE CLASSROOM

Our platform for promoting a positive attitude to learning is James Nottingham's Learning Pit.

Our staff will always use the phrase Learning Pit or Learning Challenge with the children.

If children are talking about the feelings of confusion or frustration they sometimes feel when learning something new, then our staff will use the term, the Learning Pit. Whereas, if children are referring to a lesson design that guides them from surface knowledge through the Learning Pit to deeper understanding, then staff will use the term The Learning Challenge.

We teach the children at Barnburgh Primary Academy that it is ok to make mistakes and we encourage self-awareness of learning challenge and the learning pit. We acknowledge the following reasons why children should find themselves in the learning pit:

Circumstantially – they find themself in the Learning Pit because what they are attempting is problematic or confusing in some way

Deliberately – they are encouraged, ordinarily by their teacher, into the Learning Pit to give them more opportunity to develop problem-solving habits and skills

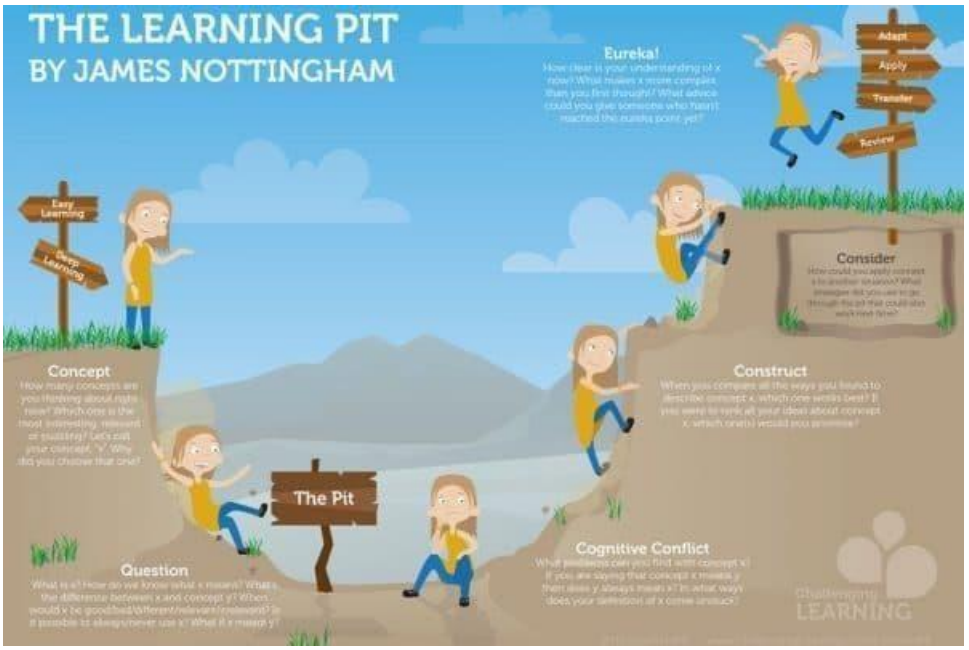
Willingly – they choose to be in the Learning Pit because they know that is where they learn most.

Benefits for staff of using the Learning Pit include:

- Knowing how, when and why to challenge children appropriately so that they are better able to move from surface knowledge to deep understanding.
- Building the social & emotional learning of children by giving them the opportunity to collaborate with each other in a caring, collaborative and thoughtful way.
- Teaching children skills of reasoning, inference, connection and pattern recognition.
- Placing concepts at the heart of learning design so that children are afforded more opportunity to build a holistic understanding of the world.
- Creating a learning culture that combines intellectual risk-taking with psychological safety sothat all children make excellent progress socially as well as academically.

To support the Learning Pit philosophy children are encouraged to use Three Before Me cards to support independent and resilient learners when being challenged.

WE BELIEVE THAT THIS APPROACH TO LEARNING IS A MAJOR CONTRIBUTING FACTOR TO POSITIVE BEHAVIOUR IN OUR SCHOOL.



PROMOTING A POSITIVE BEHAVIOUR AT PLAYTIME AND LUNCHTIMES

Staff who are on duty at playtimes and lunchtimes have a responsibility to observe children playing and intervene at the earliest opportunity to avoid a situation escalating. Staff on duty will take a restorative approach to solving situations on the playground that may lead to an incident of unacceptable behaviour. Members of staff on duty at playtimes and lunchtimes should promote positive play by

- instigating games with children
- teaching children new games using the playground markings or equipment
- joining in with games when requested by the children
- refereeing games to ensure fair play

Members of staff on duty should report any outstanding incident of positive behaviour on the playground to the pupil's class teacher so they can receive further praise.

REWARDS

Barnburgh Primary Academy has a clear progressive list of positive rewards which operates throughout the school and is clearly understood by pupils:

- Specific praise will be given regularly to all pupils.
- Housepoints will be awarded and recorded on a class chart
- A Housepoint certificate will be awarded in assembly when a child has collected 50, 100, 150, 200 housepoints.
- Housepoints will contribute to a whole school House system. Extra playtime can be awarded at the end of each half term to the House with the most Housepoints.
- A trophy is awarded to the House winners at the end of the year.
- In instances of exceptional positive behaviour a headteacher's commendation may be awarded.
- Staff may choose to award stickers in addition to housepoints which children may wear on their uniform. In line with our safeguarding policy, staff will not place stickers directly onto children's uniforms. Stickers will be handed to children to place on their own uniform.
- Each week the class teacher will nominate one pupil from their class who has made an exceptional effort in displaying one or more of the academy's Core Values. The pupil will be awarded a certificate in the ASPIRE assembly which takes place once a week. Parents and carers are invited to the assembly.

Rewards will not be removed once given.

CONSEQUENCES

Children can choose to behave in accordance with accepted standards or they can choose to behave in an unacceptable manner. They must be taught that they make the choice and that there are consequences for unacceptable behaviour. There will be occasions when a pupil's behaviour is considered to be unacceptable and there will be a need for an agreed system of negative consequences or sanctions.

It is essential that teachers and parents communicate at the earliest possible stage when there is an ongoing concern over a child's behaviour or when there is a single serious incident. Consequences for unacceptable behaviour progress as following:

- Name moved through Traffic Light system
- Removal of privilege as determined by teacher (not missing an area of curriculum or being asked to read)
- Child sent to another class, Phase Leader, Assistant Headteacher, Deputy Headteacher or Inclusion Leader and the incident to be recorded on CPOMs.
- Discussion with senior staff to consider further strategies
- If class-action strategies fail to work in modifying behaviour, observations of class practice will take place by the inclusion team to determine if there are external factors to explain the unacceptable behaviours. Further strategies might be put in place.
- As a last resort a child may be placed on a Behaviour Plan. This will be personalised with short term SMART targets and will be written with the pupil and parents / carers. This will be led by the inclusion team or a senior member of staff. It will be a clear timeline for improvement and dates will be set to review progress.
- Pupils who behave unacceptably towards others in the school community may be excluded for a fixed period (see attached DfE 'Exclusion from Maintained School', September 2012)
- Pupils who continually disrupt the learning of others, or commit a serious offence which puts themselves or others at risk of harm, may be permanently excluded from the school. (See attached DfE 'Exclusion from Maintained School', September 2012)
- All incidents and meeting outcomes to be recorded on CPOMS

CONSEQUENCES AT BREAKTIMES AND LUNCHTIMES

Where a member of staff observes a child playing inappropriately and breaking school rules, they will:

- Give one verbal warning
- If the unacceptable behaviour continues the child will stand with an adult for reflection. The adult will support the child to regulate them self, for up to 5 minutes in KS1 and up to 10 minutes in KS2.
- Restorative practice should be followed once the child is fully regulated.
- The class teacher will be informed if the incident is repeated but only for the purpose of sharing information. It is the member of staff on duty who has the responsibility to respond to the unacceptable behaviour incident.
- In the case of a more serious incident that cannot be responded to sufficiently by the above, then the child should be escorted inside to seek a senior member of staff.

POSITIVE HANDLING

Positive handling is a holistic approach and involves diversion, diffusion and de-escalation. However, restraint may also be used in a minority of cases where the best interests of the child or adult are at risk. In all situations, physical restraint would be a last resort to ensure the safety of all involved. Restraint would be proportionate and reasonable. The school will inform parents, either orally or in writing, of an incident when restraint has been used on their child. These incidents will always be recorded on CPOMs. The Headteacher or senior teacher, to whom the incident is reported, will decide on the seriousness of an incident and whether the parent should be informed straight away, or at the end of the school day.

INCLUSION

Each child and each incident is unique. Poor behaviour can be linked to several triggers which may occur within school or outside of school. Such triggers can include

- boredom
- feeling unfairly treated
- low self-esteem
- an individual fear
- an inability to cope
- feeling "picked on", bullied or discriminated against
- being judged
- feeling helpless
- lack of structure
- misunderstandings
- miscommunication

Repeated poor behaviour can be recognised as a symptom of an unmet learning or mental health need which may present itself in a range of forms – but importantly, it is indicative that something is wrong. Furthermore, we recognise our legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging unacceptable behaviour may be differentiated to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children will be drawn to the attention of the SENDCo and will have a personalised plan to support them with their behaviours which will be reviewed regularly.

At Barnburgh Primary Academy we prioritise relationships and knowing our pupils, their families and their social circumstances so that support and guidance can be developed to suit the individual circumstances. As a result, our Behaviour Policy allows flexibility to respond to the individual needs of all our children depending on their circumstances. Children who present particularly challenging behaviours for a sustained period of time will be supported through a rich variety of interventions provided by our inclusion team. All staff will model empathy, forgiveness, respect understanding and supportive relationships.

REVIEWING THIS POLICY

This policy will be evaluated by the staff and Senior Leadership of the school annually.
The following documents link to this policy and can be found below:

- Home / School Agreement
- Positive Handling Significant Incident Record
- Anti-bullying policy

HOME SCHOOL AGREEMENT

The Home School Agreement is very valuable as a point of reference whenever discussing a pupil's behaviour. The Home School Agreement is displayed on our academy website and the aims are promoted by staff to remind children of their responsibilities. Parents and carers are informed if their child regularly fails to complete home learning, wear appropriate uniform or bring PE kit.

THE PUPIL

As a pupil I will:

- show **respect** by thinking and acting in a positive way towards myself, others and my school environment.
- show **courage** by taking risks when I am learning and standing up for what I know is right.
- **persevere** and give my best effort in all that I do.
- show **independence** by trying new things all by myself
- show **ambition** by always aiming high
- follow instructions the first time they are given.
- walk at all times inside the building
- keep my hands and feet to myself
- tell a grown up if I am upset or unhappy

THE PARENTS / CARERS

As a parent or carer I will:

- value my child's education
- ensure that my child arrives at school on time every day.
- ensure my child always attends school
- contact school every day that my child is unable to attend, using the dedicated attendance telephone number.
- ensure my child is dressed in accordance with our school uniform policy.
- attend open evenings to discuss my child's progress.
- communicate with school regarding any matters which may affect my child's education or welfare.
- encourage good behaviour, politeness and respect for others and their property.
- always treat all stakeholders including other parents, carers, children, staff and governors with respect.

THE ACADEMY

As an academy we will:

- deliver a broad and balanced curriculum which includes a focus on social and emotional learning, creative expression, physical activity and personal development
- value each child as an individual and foster independence, perseverance, respect, courage and ambition.
- encourage all children to take care of their surroundings and others around them.
- inform parents and carers of their child's progress at regular meetings.
- recognise success and achievement.
- set appropriate homework.
- promote British Values.
- provide a safe, caring and well ordered environment.
- involve parents/carers through both curriculum and community activities.
- Communicate clearly with parents and carers so they feel well informed

BARNBURGH PRIMARY ACADEMY

POSITIVE HANDLING SIGNIFICANT INCIDENT RECORD

to be attached to CPOMs

Name of pupil:	Date of incident:
Location of incident:	
Names of staff using restraint or restriction:	Names of staff present:
Details of the incident including what led to restraint or physical support:	

De-escalation strategies that were used where possible before physical intervention							
Help script used		Verbal advice support		Give a count		Planned ignoring	
Chill out time		Distraction/Diversion		Clear directions		Contingent touch	
Given space		Reassure/success reminder		Limited choices		Praise partial compliance	
Talk calmly		Humour		Other staff intervene		Repeat request	
Calm stance		Swap Adult		Patience		Remove stimulus	

Description of any injuries:
Were any external agencies informed? If so, include details of conversation:
Details of other supporting documents relevant to this incident:
How effective was the intervention?
How was the incident resolved and what were the consequences?
How was the intervention in the best interests of the child?
Are there any risk assessment implications following this incident?

Voice of the child:		
Voice of the parents / carers:		
Parent's signature and date:	**Headteacher's signature and date:**	**Child's signature and date:**
Other adult's signatures and dates:		

Anti-Bullying Policy

This Anti-Bullying Policy supports our overall behaviour policy and is vital to maintaining a nurturing and educational atmosphere for all our children.

This anti-bullying policy refers to the following forms of bullying in the main. It is not an exhaustive list:

- **Physical Bullying:** Involves harming someone physically, such as hitting, kicking, or pushing.
- **Verbal Bullying:** Involves using words to hurt someone, including name-calling, teasing, or threatening.
- **Social Bullying:** Involves hurting someone's reputation or relationships, which can include exclusion from groups, spreading rumors, or public embarrassment.
- **Cyberbullying:** Involves using digital platforms to harass or intimidate someone, such as through social media, messaging apps, or online games.

Purpose:
This policy aims to provide a safe, caring, and supportive environment for all children at Barnburgh Primary Academy. Bullying, in any form, is unacceptable and will not be tolerated. This policy outlines our commitment to preventing bullying and addressing it effectively when it occurs.

Definition of Bullying:
Bullying is defined as repeated, intentional, and unwanted aggressive behavior that can take various forms, including physical, verbal, social, and cyberbullying. It often involves an imbalance of power between the bully and the victim.

Objectives:
To create a safe and inclusive environment where every child feels valued and respected.
To educate students, staff, and parents about the various forms of bullying and its impact.
To promote awareness and understanding of the importance of reporting bullying incidents.
To ensure prompt and effective responses to any bullying incidents.
To foster a culture of kindness, acceptance, and resilience among students.

Key Principles:
Prevention:
We will implement proactive strategies to prevent bullying through education, awareness programs, and positive behaviour initiatives. This includes workshops, assemblies, and discussions that emphasize respect, empathy, and inclusivity.

Reporting:
All students, staff, and parents are encouraged to report bullying incidents, whether they observe them or are directly involved. Reports can be made to a trusted adult, teacher, or through anonymous methods if preferred.

Investigation:
All reports of bullying will be taken seriously and investigated promptly. This will involve talking to the individuals involved, gathering information, and assessing the situation fairly and sensitively.

Support for Victims:
Victims of bullying will receive immediate support and reassurance. Appropriate interventions will be provided, including counseling services, peer support groups, and strategies to help them cope with the situation.

Consequences for Bullies:
Children who engage in bullying behaviour will face appropriate consequences in line with the school's behaviour policy. These may include verbal warnings, parental involvement, and other disciplinary actions designed to encourage reflection and change in behaviour.

Role of Staff:
All staff members at Barnburgh Primary Academy are responsible for fostering a positive school environment and addressing any instances of bullying. Training will be provided to ensure staff are equipped to recognize and handle bullying situations effectively.

Involvement of Parents:
We will work collaboratively with parents to address bullying concerns. Regular communication and involvement in anti-bullying initiatives will strengthen our efforts to create a supportive community.

Review and Evaluation
This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from students, staff, and parents will play a key role in this process.