



Lowedges Primary Academy

Behaviour and Relationships Policy

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POLICY LEAD: Lindsay Jones (Principal)

APPROVED BY: LGB



Excellence



Equity



Empowerment

DOCUMENT CONTROL

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<p>This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice</p>		
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<p>Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you</p>		
V1	APRIL 2023	Updated rewards sections
V2	SEPTEMBER 2024	<p>Updated with the addition of the following sections:</p> <ul style="list-style-type: none"> Legislation Definitions <p>The Bullying section updated – merging the anti-bullying policy and behaviour policy together.</p> <p>Update to Inclusion Support to provide further clarity over its use.</p>
V3	SEPTEMBER 2025	<p>Lowedges Junior Academy changed to Lowedges Primary Academy.</p> <p>Inclusion Support paragraph – changed to include the role of the Learning Mentor and use of radio.</p> <p>Addition of Learning Mentor and SENDCo into the monitoring of behaviour paragraph</p> <p>Addition of the Learning Mentor role throughout.</p> <p>Academy Ambassadors changed to Pupil Parliament.</p> <p>Vice Principal taken out.</p>

Mission Statement

‘Suprema Quaero’ – I seek the highest

At Lowedges we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone’s contribution. Through our partnership with the local and wider community, we aim to support our young people in successfully taking their place in society. All adults in school have a responsibility to safeguard and promote the welfare of children.

With your commitment we will aim to achieve and exceed expectation.

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Introduction

A well-ordered environment and good learning behaviours are necessary for effective learning and teaching to take place. Good behaviour, strong relationships and behaviour management should help every child to succeed and to achieve their full potential.

It is important to recognise that the majority of the pupils at Lowedges Primary Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour and relationships policy actively promotes the **responsibilities** of all members of the academy to ensure self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

Promoting **positive behaviour and relationships** requires a shared understanding and commitment by all staff and pupils, parents/carers, governors, outside agencies and the wider community. **Consistency of practice** is required across the academy to ensure that pupils know and understand the standards of behaviour expected of them. This policy aims to provide the means of ensuring:

- A shared set of understandings
- A framework for consistent approaches and practices

The Aims of our Behaviour and Relationships Policy

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of and adherence to acceptable and appropriate behaviour with proper regard for authority.
- To encourage pupils to value the academy environment and its routines.
- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- To raise pupil's self-esteem.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils.
- To develop a sense of politeness and consideration for others.
- To ensure that pupils are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour within the academy is a shared responsibility.
- To ensure good behaviour is always recognised.
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations, thereby:
 - Reducing conflict and uncertainty in encounters between pupils and staff.
 - Enabling pupils and staff to emerge from difficulties with a positive sense of themselves and their purpose.
 - To ensure the policy is fully understood and is consistently implemented throughout the academy.

Legislation

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These include:
 - Knives or weapons
 - Alcohol or drugs
 - Stolen items
 - E-cigarettes or vapes
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Promoting Good Behaviour and Relationships

Underlying our policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. We want to create an orderly and caring environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

- There are good relationships between staff and pupils.
- Staff praise pupils for doing the right thing.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents of exemplary behaviour and achievements.
- Rules are clear, consistent, fair and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding and subscription to the **responsibilities** and **rights** of all members of the academy community.

Responsibilities and Rights

The understanding of the **responsibilities** and **rights** of all is fundamental to the education process.

All members of the academy community at Lowedges Junior Academy have certain responsibilities and rights.

Responsibilities

Staff	Pupils	Parents/Carers
<p>To lead by example.</p> <p>To be consistent in dealing with pupils.</p> <p>To encourage the aims and values of the academy among the pupils.</p> <p>To have high expectations of the pupils.</p> <p>To meet the educational, social and behavioral needs of the pupils.</p> <p>To provide an appropriate curriculum.</p> <p>To provide a clean, supportive and safe environment in which pupils can work.</p>	<p>To support and care for each other and to treat others fairly and with respect.</p> <p>To respect each other's property and work.</p> <p>To listen to others, respect their opinions and recognise their efforts.</p> <p>To behave in way that allows others pupils to learn.</p> <p>To do as instructed by all members of staff.</p> <p>To observe the Golden Rules at all times.</p> <p>To keep the academy clean and pleasant.</p>	<p>To be aware of the academy's values and expectations.</p> <p>To support the values and expectations of the academy.</p> <p>To ensure that pupils arrive on time each day in full academy uniform and with equipment.</p> <p>To communicate to the academy any necessary information that will help to support the education of their child.</p>

If all members of the academy community take responsibility for their actions, then all pupils will have the **right** to:

- learn to their full potential.
- have their efforts recognized.
- be and feel safe.
- expect their property to remain safe.
- be treated fairly and with respect.
- attend a clean and pleasant academy.

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our academy, all pupils are expected to follow our Golden Rules:



These expectations (Golden Rules) are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies. The 'Golden' rules are represented in a different way within EYFS, with the use of Communicate In Print, to support pupils understanding.

Rewards

We regularly celebrate the success of all pupils in a variety of ways, as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Headteacher awards in celebration assemblies
- Attendance certificates
- Dojos awarded through class dojo
- Stickers
- Being Golden awards

Class Dojo



Class Dojo is used to reward a range of positive outcomes and behaviours. Dojo points are given for a range of

reasons, which may include where a pupil has worked hard in a lesson or on a piece of work; trying their best; following the academy 'Golden Rules'; wearing the correct uniform; arriving on time and completing homework.



Within the Class Dojo system, there are individual rewards – 'Dojo Master of the Week'. This is given to a pupil in each class, who has achieved the highest number of dojos that week. The Dojo Master of the Week is presented with a certificate in class and their success is shared with parents/carers on the Lowedges Facebook page.

Each class, each half-term set their own dojo limits for individual class prizes. This is where pupils within each class work together for either an individual or a collective prize. These prizes may range from sitting on the teachers chair for the day, once a pupil has achieved 50 dojos for example, to a whole class extra playtime, if as a class they reach a certain amount of dojos.



Being Golden

Pupils are expected to follow our 'Golden Rules' all of the time. At the end of each half-term, class teachers will choose which pupils have 'Been Golden' for the full half-term. These pupils will receive a 'golden' prize and where a pupil collects all six 'golden' prizes, they will, at the end of the year, receive a gold medal and certificate in recognition of their high standards of behaviour. All prizes are given out during the end of term celebration assembly and where a pupil may not have received a 'golden' prize, class teachers spend their time explaining which of the Golden Rules they have not quite achieved and which they need to work on the following half-term.

Headteachers Award / Golden table

Every half-term, each class teacher will choose two pupils for either a community award or achievement award. These will be presented during a celebration assembly and at lunchtime, these pupils get to have lunch with the Headteacher and Assistant Vice Principal at the golden table and enjoy eating from golden crockery.

Sanctions

Acceptable behaviour in Lowedges Primary Academy is that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, staff and visitors to the academy.

Lowedges Primary Academy places high importance on building relationships with our pupils to ensure they receive the best possible education and expect that all of our pupils follow our golden rules and conduct themselves in a sensible manner when moving around the academy. However, occasionally, some pupils find it difficult to comply with the rules of the academy and therefore, a set of sanctions are in place, which follow a carded system and offers our pupils multiple opportunities for a fresh start throughout the day.

Any behaviour incidents that occur, will be dealt with using restorative justice practice. All staff in the academy have received training on restorative practice and use the Restorative 5 to unpick any incident or reason behind a consequence card with the pupil/s.

Restorative Justice

“Every child has the right to be safe, feel safe, have a say.”

Restorative Justice reduces recidivism (repeat offending).

Relationships are key.



Where pupils do not follow the ‘Golden Rules’ within the classroom, the following procedure is in place to support them to rectify any unwanted behaviours.

Verbal warning

This may be in the form of the class teacher or adult simply saying the pupils name in order that minimal disruption to the class's learning occurs.

‘Stop and Think’ Card



This card is given to a pupil, where a verbal warning has not worked. The card is slid onto the pupils’ desk discretely and the class teacher will then speak with that pupil at a more appropriate time in the classroom/lesson. On the reverse of the card are some tips to support the pupil in regulating their behaviour.

Warning Card



This card is given to a pupil where a ‘stop and think’ card has not worked and the pupil continues to disrupt the lesson. The card will be put onto the pupils’ desk discretely in order to ensure minimal disruption of the lesson and the class teacher will then speak with that pupil at a more appropriate time in the classroom. On the reverse of the card are some tips to support the pupil in regulating their behaviour.

Consequence Card



This card is given to a pupil where a ‘stop and think’ and a ‘warning’ card has not worked and the pupil continues to disrupt the lesson. The card will be put on the pupils’ desk discretely and the class teacher will then speak with that pupil at a more appropriate time in the classroom. On the reverse of the card are some tips to support the pupil in regulating their behaviour. The pupil will then miss their next break time (morning break / lunchtime). It is the class teacher's responsibility to ensure the pupil is brought to the modular building for their consequence.

During their consequence, the Inclusion Manager will use restorative justice practice (Restorative 5) to support the pupil with understanding why they are missing their breaktime and what they could have done differently.

For serious cases of inappropriate behaviour, a member of staff may deem it necessary to issue an instant consequence card, rather than moving through the full monitoring system. Such instances would be discussed with the Principal/Leadership Team to ensure the pupil has been treated fairly. An example of this would be

starting a fight or swearing at a member of staff. It is the responsibility of the member of staff issuing the card to record this on CPOMS and inform class teachers.

Inclusion Support

After issuing a consequence card, if the pupil continues to disrupt the lesson or shows serious unsafe inappropriate behaviour, the class teacher can radio for involvement from the Learning Mentor by saying 'Safety in YXX'. If the Learning Mentor is not able to support at that moment, a member of the Leadership Team or Inclusion Team will support. The Inclusion Team/Leadership Team will either swap out with class teacher to support the pupil or will support the pupil either in the classroom or they will be removed from class, dependent on the level of severity of the incident/disruption taking place. Radioing for support should be used as a final resort after all other strategies have been exhausted or be used where staff/pupils safety is at risk.

Recording and Reporting

All incidents of negative behaviour are recorded on CPOMS – 'Stop and Think' and 'Warning' cards are recorded without a description. Where a pupil has been issued with a consequence card, it is the class teachers' responsibility to inform parents and record this discussion, along with the reason for issuing a consequence card on CPOMS.

Where a class teacher has noticed an increase in a particular pupil gaining a 'stop and think' or 'warning' card then it is the class teacher's responsibility to inform parents and record the discussion on CPOMS.

Monitoring

Lowedges Primary Academy wants every pupil to succeed and sometimes some pupils will need additional support with their behaviour in order for them to succeed. The Principal, Learning Mentor, SENDCo and Inclusion Manager meet on a weekly basis to discuss any behavioural concerns. Where a pupil has gained more than one 'consequence card' or 'warning card', 'stop and think card', further interventions may be put in place. These may include:

- A sticker chart / reward chart
- A report card
- Support from external professionals.

Whenever any of these further interventions are to be put in place, this is conducted alongside parents/carers via a discussion about their child's behaviour in the academy.

Where a pupil has received three consequence cards in a week, a behaviour letter is sent home to inform parents / carers of their child's behaviour. Where this may continue, parents / carers will be invited in for a meeting with the Inclusion Team, Principal and Class Teacher.

Where additional intervention has been put in place but still a pupil persists in not following the academy golden rules and shows unsafe, disruptive or persistent disruptive behaviour, the following interventions (serious sanctions) can be used in order to best support the pupil, whilst maintaining all other pupils and staff safety.

Serious Sanctions

Internal Isolation

Isolation is only used as a sanction when all other strategies have been in place but not succeeded. Through discussion with the Inclusion Manager or Leadership Team, if it is felt that a pupil will modify their behaviour through time spent in isolation, appropriate arrangements will be made for this in order to prevent suspension or permanent exclusion. Any incidents of isolation are to be discussed with the Principal and recorded on CPOMS

in order that the frequency of the sanction can be monitored. Staff at the academy are mindful that the use of this sanction is pupil-dependent – for some pupils, the use of this sanction could escalate their behaviour and create unsafe situations.

Suspension / Permanent Exclusion

The Principal can decide to issue a suspension from the academy or in the most serious cases, a permanent exclusion if a pupils behaviour is disrupting other pupils' learning and /or where they display unsafe behaviour towards others.

Dealing with Racist / Sexist Incidents

Lowedges Primary Academy wants everyone to feel included, respected and safe in the academy. Any verbal abuse, which includes name-calling and sexist comments will not be tolerated.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, the academy will:

- Record the incident on CPOMS using the proforma.
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

Racist incidents are always investigated by the Principal or Inclusion Manager upon receipt of racist incident notification from CPOMS. All incidents of a racist nature are reported by either staff or pupils, no matter how trivial they may seem. All parties involved in the incident are spoken to as the basis of an investigation. Parents of the victim and perpetrator are informed immediately of the incident and the actions taken are then logged as an action to the incident on CPOMS. A formal meeting with parents will be called for any pupil who is spoken to on more than one occasion about racist behaviour.

It is standard practice in the academy that perpetrators involved in a racial incident are spoken to about the seriousness of their actions and as a consequence, receive a minimum of a consequence card (which amounts to missing their break the following day to spend some time reflecting on the inappropriateness of their actions with the Inclusion Manager/Leadership Team).

The RSHE curriculum educates pupils about what healthy and respectful behaviour towards one another looks like. Staff are trained to identify such behaviours and as incidents arise, information will be shared through briefings in order to update staff about the prevalence of such incidents in the academy and measures in place to address this.

Bullying

Lowedges Primary Academy recognises there is a need to safeguard the welfare of all those within the academy community and to encourage co-operation, tolerance and harmony. All pupils have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Lowedges Primary Academy, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an

anti-social behaviour and effects everyone. All types of bullying are unacceptable at Lowedges Primary Academy and will not be tolerated.

All pupils should feel able to tell and when a bullying behaviour is brought to the attention of staff, prompt and effective action will be taken. We are a TELLING academy. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately. Pupils are reminded on a regular basis who they should go too should they wish to speak to someone about an incident of bullying.

Aims and Objectives

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the academy policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers know what the academy policy is on bullying, and what they should do if bullying arises.

The vast majority of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim is to work together to ensure that our academy is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

We also endeavour:

- To emphasise through all aspects of our curriculum that bullying will not be tolerated.
- To ensure that there are clear procedures and systems for reporting and recording bullying, which are understood and followed by all staff.
- To ensure pupils and staff learn to keep themselves and others safe.
- To ensure that pupils learn to recognise and respect the differences between groups of people within the school community.
- To help pupils to develop self-confidence, self-esteem and to fulfil their potential within school.
- To support and re-educate those pupils who are both the victims and perpetrators of bullying, providing them with a range of strategies they can use if they are at risk of bullying others or are being bullied themselves.
- To develop a school ethos where all members can come together without fear of violence, aggression or intimidation of any kind.

Pupils are taught that any kind of aggressive behaviour, either verbal or physical is unacceptable. Incidents of bullying are always treated seriously.

All academy staff are vigilant to identify actual or potential cases of bullying. Victims are asked not to retaliate, but to inform a member of staff immediately.

Definition of Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is also recognised at Lowedges Primary Academy as a form of peer-on-peer abuse.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances

- Sexual orientation, sexism, homophobia Schools must act to prevent discrimination, harassment and victimisation in line with Anti-Discrimination Law. (The Equality Act 2010)

Combating bullying

Lowedges Primary Academy is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. We constantly work hard to improve behaviour and encourage our pupils to manage their own behaviour. We teach our pupils that as well as having rights, the choices they make will also bring responsibilities.

At Lowedges Primary Academy, a clear, consistent and effective approach to bullying is in place, which includes:

- An agreed definition of bullying with a baseline measurement.
- A strong ethos at Lowedges Primary Academy, promoting tolerance and respect for difference and diversity.
- Positive leadership from senior staff and governors on tackling bullying.
- An RSHE curriculum and assembly programme that includes the issue of bullying in context, which promotes self-esteem and confidence in relationships.
- Planning, promoting teaching and academy routines which encourage learning and positive behaviour.
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it.
- Periodic consultation with pupils (via the Pupil Parliament) to inform the academy's knowledge of bullying.

Dealing with bullying incidents/allegations

Where a pupil reports/alleges a bullying incident to an adult, or an adult witnesses an incident, the following are agreed school procedures:

- A nominated member of staff – the Principal, Assistant Vice Principal, EYFS Lead or Inclusion Manager is informed (any written evidence will also be presented).
- The nominated staff will ensure the immediate safety of all staff, students and property (where necessary).
- Any injured pupil or staff will receive appropriate medical attention as soon as is practicable.
- All incidents will be recorded, via a bullying form and uploaded onto CPOMS, including the facts of the incident, action taken and a report of the follow up interviews.
- Both the victim(s) and bully(ies) should be interviewed separately to establish the facts without apportioning blame.
- Parents/carers of the victim(s) and bully(ies) will be contacted.
- Appropriate sanctions and support will be discussed and agreed upon.
- Follow up discussions will take place within 2-3 weeks.
- The opportunity should be available after the incident for both the victim(s) and bully(ies) together to discuss their difficulties with the Inclusion Manager through a Restorative Justice meeting.
- If appropriate, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed or other local services including early help and social care.
- Where the bullying of pupils takes place off site or outside of normal school hours, the academy will do all it can to support an investigation, collaborating with other schools / agencies, as appropriate.

Supporting Pupils

Pupils who have been bullied will be supported by:

- providing pastoral support and guidance.

- offering them the chance to discuss how they feel with a designated member of staff.
- being advised to report any further incidents of bullying immediately.
- assistance with re-building self-esteem and confidence.
- providing on-going support, if required.
- seeking assistance from specialists, where necessary

Pupils who have perpetrated bullying will be supported by:

- discussing with them the concerns related to their actions and their need to change.
- liaising with their parents/carers to support this change.
- providing the appropriate education and support regarding the consequences of their behaviour / actions.
- if the bullying was online, requesting content to be removed and reporting these accounts.

Sanctions

All known / reported incidents of bullying will be thoroughly investigated. This may involve the victim, witnesses and perpetrator being interviewed. Statements will be taken and agreed upon. It may be enough that the pupil displaying the unacceptable behaviour discusses the seriousness of their actions, the possible effects of their actions and makes a genuine apology for their behaviour, being reminded that further incidents of bullying will not be tolerated.

In some cases, it may be appropriate for the Inclusion Manager/Learning Mentor to carry out some “Restorative Justice” and draw up a “behaviour” contract, signed by all parties, to outline future conduct and behaviours. (Parents/carers will be kept informed at all stages).

Depending on the seriousness of the bullying the pupil displaying this behaviour may be:

- Placed on report and their behaviour monitored closely
- Placed in isolation, depending on the severity of the behaviour.
- Referred on to other agencies for additional support and work.
- Appear before the governors’ pupil disciplinary panel

More serious or repeated incidents of bullying may be escalated to suspension or, in exceptional cases, permanent exclusion.

At all stages pupils will be encouraged to reconcile and move forward.

Incidents of bullying will be recorded on a pupil’s record on the CPOMS behaviour log system. (This should include information about the incident/decisions/actions. These should also be recorded in a central log so that incidents of bullying and procedures can be reviewed regularly).

Any incidents of bullying should continue to be monitored for several weeks, longer if necessary, after any apologies and sanctions have been implemented.

Lowedges Primary Academy is aware of the need to deal with allegations or incidents of bullying sensitively and also appreciate the importance of dealing with all the pupils involved in a way which communicates disapproval where appropriate, but also treats them with dignity.

Working with parents/carers

Lowedges Primary Academy will work with parents/carers to minimise the likelihood of further bullying regardless of whether it is the pupil who has been bullied or the one who has bullied.

Lowedges Primary Academy will endeavour to give parents/carers every opportunity to discuss their concerns as soon as practicable and will emphasise the importance of working together to solve problems and create realistic solutions that are acceptable to all concerned. A lack of parental support can make conflict resolution much more difficult and is regrettable, particularly if pupils then mirror the negativity and unhelpful attitude they have seen.

Lowedges Primary Academy appreciates there will be occasions when the parents and carers of one or both sets of pupils involved will feel the academy has not sanctioned appropriately. Parents/carers will be given the opportunity to share their concerns and if appropriate, staff will discuss the decisions to impose the particular sanction(s) with them.

Where a parent is dis-satisfied with the academy's handling of a situation then the Principal will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the academy will be initiated.