



Caythorpe Primary School

Relationships and Anti-Bullying Policy

Reviewed annually

Last review: 01.09.26

Behaviour and Attitudes

At Caythorpe Primary School we have high expectations of behaviour for learning and conduct. We believe that positive attitudes and mutual respect between adults and children leads to a harmonious learning environment where everyone feels safe, happy and valued. We recognise the significant impact that positive behaviour can have on children's overall progress and attainment.

At Caythorpe Primary School, our curriculum is underpinned by The Caythorpe Bees



Be Ready



Be Responsible



Be Respectful

These whole school values, the Caythorpe Bees, are explained to and agreed by the pupils at the start of each academic year. These values are clearly displayed around school and regularly referred to when reviewing choices made by the children. Staff, pupils and parents agree to the Caythorpe Primary School Home-School agreement which underpins our commitment to working together to promote a safe, caring and purposeful environment.

How our Curriculum supports learning behaviour

From the earliest learning in the school, the structure of the curriculum will support the school behaviour expectations and protocols. The Reception class will learn through the 'Plan, Do, Review' model, where they will learn to make reasoned choices, plan out their thinking, evaluate their performance and become autonomous in self-directed learning activities. They will take responsibility for getting equipment out and putting it away. They will learn to select the correct and appropriate equipment for the job they are doing. This will dovetail into the way that children will be encouraged to reflect on their behaviour and the impact on themselves and others around them, allowing them to start to reason about consequences and make good choices. This will give them a very strong foundation for great learning behaviours as they head into Year 1 and beyond.

Our strong and sequential PSHE and RHSE curriculum, which follows the Jigsaw: Mindfulness Approach to PSHE allows all children to explore developmentally appropriate issues across the school, giving them the skills to be able to structure questions and support their feelings and mental health. This will also teach from the

earliest years about respect and consent – at a developmentally appropriate level. Children will learn about the protected characteristics and about the school expectations for how they celebrate inclusion and diversity. Our curriculum promotes enquiry skills, with children having opportunities through all subjects to investigate, test hypotheses and use their knowledge of reasoning. They will learn strong learning behaviours, where the curriculum engages and stimulates interest and really keeps the children focussed on their learning.

Promoting positive learning behaviours

We do not believe that compliant or passive behaviour is strong learning behaviour. Just because a child is sitting quietly does not mean they are learning! We will expect all our adults in school to support and promote strong learning behaviours, working with children to support how and when to engage in the following:

- Self-regulation and staying on task
- Asking questions
- Seeking support when having difficulties
- Helping others where appropriate
- Listening effectively – this is checked by the teacher as passive behaviour can often be mistaken for listening
- Organisation – looking after personal belongings and having the right tools for the job
- Sharing ideas and listening to others when asked i.e. when asked to work with a ‘talk partner’

Children should have periods of time where appropriate where they can and do work in silence and we will give them the support over time to be able to do this.

Adults will be explicit about what they expect and will use the positive modelling approach from earlier in the policy to show what expectations are.

At Caythorpe, we believe in creating a culture in classrooms – and in the school more widely – that systematically cultivates habits and attitudes that enable young people to become better learners, face difficulty and uncertainty calmly, confidently and creatively. It engages students consciously with the ideas and processes of their own learning in the knowledge that learning itself is learnable. Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

The approach:

- Is based on a coherent picture of what it takes to be a good learner.
- Capitalises on previous learning-to-learn ideas.
- Grows a student’s learning character and habits.
- Develops the appetite and ability to learn in different ways.
- Transforms the culture of the classroom and the climate of the school.
- Shifts responsibility for learning to learn from the teacher to the learner.
- Engages teachers and students creatively as researchers in learning.
- Gives schools the opportunity to track students’ learning development.

Rewards and Consequences

Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions. Staff should give warnings wherever possible – particularly for low level disruption. The warnings will not carry over to the next lesson, this is for one session. Every lesson must be a fresh start as learners may be discouraged and more disruptive if they feel they have a disadvantage going into a lesson.

The procedure for tackling disruptive behaviour in a classroom- (this will apply to the vast majority of children) is as follows.

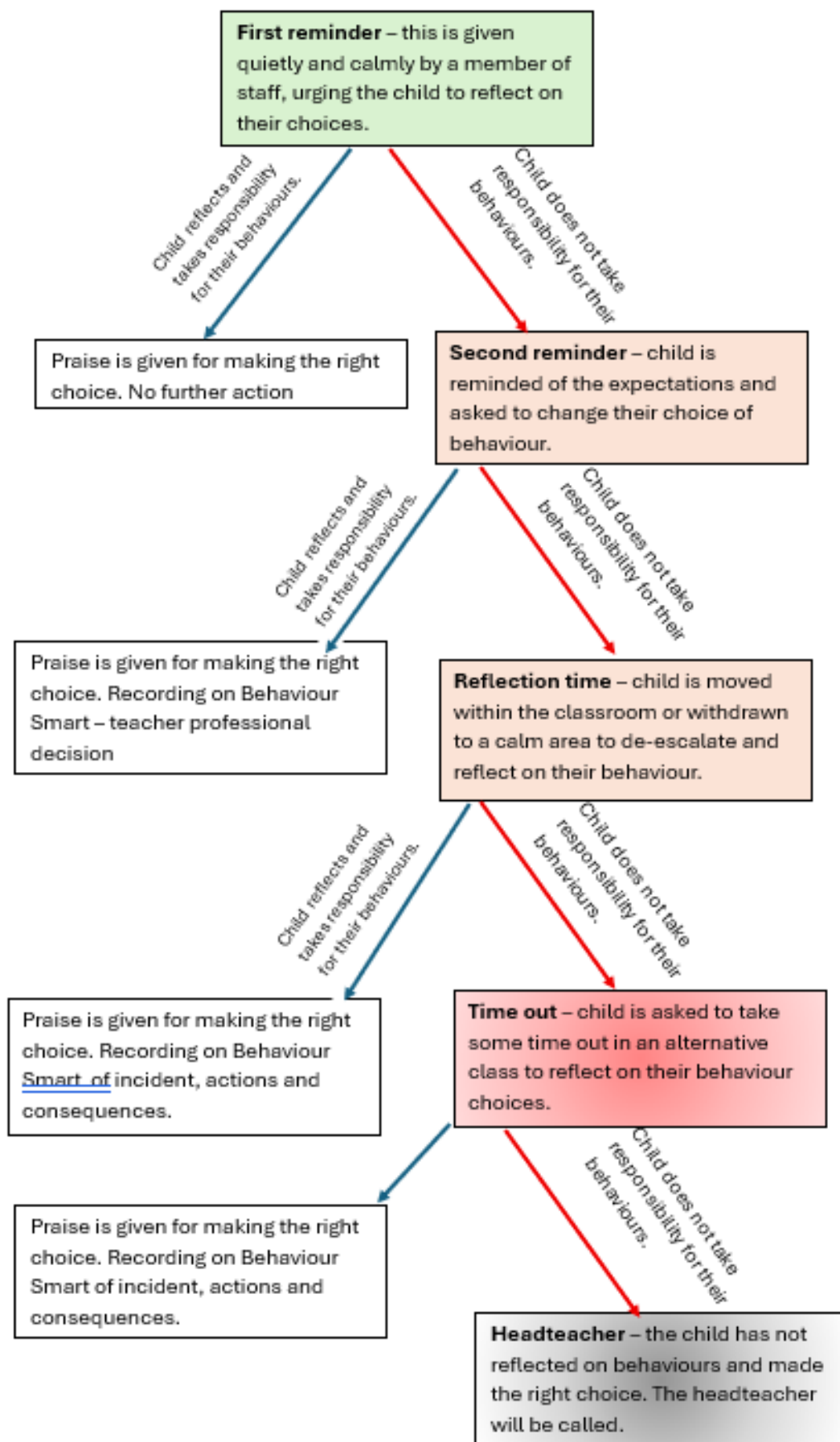
All classes adhere to the Traffic Light Behaviour System. The following system applies for both indoor and outdoor activities. All classes will use the same rewards system and no class will add to or change the system unless a child has an internal Pastoral Monitoring Plan (PMP) Pastoral Support Plan (PSP) (see below). Children receive reward points (Dojos) by members of staff for demonstrating positive behaviours. These being;

- Be ready.
- Be respectful.
- Be responsible.
- Passion.
- Pride.
- Positivity.

Whole school celebration assemblies will be used to celebrate both individual and group achievements related to the school values and positive attitudes. For every 50 dojos amounted, children will receive a certificate to mark this achievement.

Behavioural Management Flow Chart

Below is an outline of the stages of normal behaviour management which staff should follow. In circumstances when behaviour is judged by the staff member to be an immediate danger to the health and safety of pupils, staff and adults in school and to the individuals, some of the stages may be missed as required and a member of SLT should be contacted.



Individual Behaviour Support

There will be a number of children for whom the traffic-light system will not be an appropriate response, as they may not yet be able to make reasoned choices about their behaviour or respond effectively to a whole-school behaviour system. These pupils may require additional, scaffolded or more structured support to help them understand expectations, regulate their behaviour and develop positive behaviours for learning.

Where appropriate, children will have an **individual behaviour support plan or system** in place that reflects their specific needs. This may take the form of **behaviour monitoring, a Pupil Monitoring Plan (PMP), or a Pastoral Support Plan (PSP)**. The level and type of support will be determined on an individual basis and may be used for a short period or embedded over the medium to long term, depending upon the needs of the pupil.

All individual behaviour plans and support systems will be shared with the **Headteacher and SENDCO** and, where appropriate, discussed and agreed with parents/carers. Plans will include clear targets, strategies and approaches to support the pupil and will be reviewed regularly to assess progress and make any necessary adjustments.

Where a **Pastoral Support Plan (PSP)** is required, this will be formally monitored with parents/carers at least every six weeks. This forms part of the **Lincolnshire Behaviour Ladder** and provides a structured approach to identifying needs, setting targets, monitoring progress and reviewing the effectiveness of support.

The school may also seek additional advice and support from **BOSS (Behaviour Outreach Support Service)** where this would benefit the pupil. This may include advice around behaviour strategies, assessment of need, environmental adaptations and approaches to support positive behaviour and engagement in learning.

The school uses **Behaviour Smart** to record and monitor behaviour incidents. This information can be used to identify patterns or triggers, monitor progress and inform the development of individual targets and strategies. Behaviour Smart records may also contribute to discussions with pupils, parents/carers and external professionals where appropriate.

Restorative Approach and Opportunities to Improve

As a school, we believe that children should be given opportunities to reflect upon and improve their behaviour following restorative conversations. The purpose of our behaviour approach is not simply to apply sanctions, but to help pupils understand the impact of their behaviour, take responsibility and develop the skills needed to make positive choices.

Where a child has reflected on their behaviour and demonstrated sustained improvement, enabling them to learn and participate positively, they may earn their 'green' back. This provides pupils with an opportunity to repair relationships, demonstrate improved behaviour and return to the expected level of the school's behaviour system.

When giving a reminder and discussing expectations of pupil behaviour, staff at Caythorpe may use the restorative approach. Affirmative statements are a way to communicate to another person how they have affected you by their behaviour, either positively or negatively. They offer an alternative to comments that are implicitly judgemental which can lead to confrontation, argument and further conflict.

Below is a sentence frame and potential questions that can help to formulate an affective conversation.

I feel ____ (state the impact) ____ when ____ (identify the behaviour) ____ . What I'd like is ____ (state the preferred action) ____ .

Example: I feel hurt when I hear you speak unkindly to each other. What I'd like is for all of us to be mindful of our words and speak respectfully to each other.

What happened?

How were you feeling?

What were you thinking at the time?

Who else was affected?
How do you think they were feeling?
What can you do differently next time?
How can the damage be repaired?

Whole Class Rewards

“You’ve **BEE**n spotted!” is our positive reward system for the whole class. If a member of staff spots a class, around the school demonstrating the described behaviours and values they will receive a “bee”. This bee is posted in the class “bee” collection box/hive. Every Friday in celebration assembly, each class will reveal how many “bees” their class were awarded. The class with the most bee will be awarded a trophy.

Preventing and Responding to Bullying

Everyone at Caythorpe Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone’s responsibility to prevent this happening. Bullying is identified as child-on-child abuse within the school’s Safeguarding and Child Protection Policy (22.2).

“Bullying is **deliberately** hurtful behaviour that is **repeated** or *has the potential to be repeated* over a period of time, making it difficult for the person concerned to defend themselves”.

There are different sorts of bullying or child-on-child abuse (this list is not exhaustive), but the main types are:

Physical	Hitting, kicking, taking, damaging or hiding belongings including money.
Verbal	Name calling, teasing, insulting, saying hurtful comments or writing unkind notes, making threats, hurtful remarks, dares, making someone do something they do not want to do.
Emotional	Being unfriendly, excluding or ignoring, tormenting, spreading rumours, whispering about others, giving funny looks, pressuring people to join in inappropriate behaviour.
Exclusion	A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends.
Criminal	Pupils may have their property damaged or stolen.
Threatening	Threats may be used by the bully in order to get what they want.
Cyber	Using ICT for any of the above (e-mail, mobile phone etc.)
Racist	Derogatory comments regarding a person’s race or origins.
Sexist	Derogatory comments regarding a person’s gender.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Our whole school curriculum emphasises strong teaching of respect and tolerance, having clear school values that celebrate diversity and differences between us and encourage children to share these values. Our provision from Reception through to Y6 will also have a strong focus on:

- Setting clear expectations for behaviour, what is unacceptable and why.
- Teaching children what bullying is, in all its forms – so they can recognise when it is happening to them or when they might actually be doing it themselves. This includes keeping safe online.
- Spotting the signs of bullying in others – so they can help and support their friends.
- How to have the confidence to tell someone or support someone else to tell if it happens to them.

- Training for staff to spot bullying, tackle the perpetrators through the agreed school protocol and support the victim/s with restorative programmes.

Prevention is better than cure, so at Caythorpe Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

We recognise that some pupils may be more vulnerable to bullying, discrimination, harassment or other forms of child-on-child abuse. This may include pupils with disabilities or special educational needs, pupils who are lesbian, gay or bisexual, pupils who are questioning their gender, and pupils who have, or are perceived to have, a protected characteristic under the Equality Act 2010.

Staff will remain vigilant to the experiences of these pupils and will monitor their wellbeing and relationships both within school and, where relevant, in the wider world, including online. Any concerns about bullying, discrimination or harassment will be taken seriously and addressed promptly.

Staff must be aware of the language and behaviour used by pupils in all areas of school, including classrooms, the playground, cloakrooms and less supervised areas. Particular attention should be given to the use of language described by pupils as 'banter'. While pupils may view comments or behaviour as a joke, this does not make it acceptable if another pupil feels threatened, upset, excluded, humiliated or hurt.

Through our PSHE curriculum, pupils will be supported to understand the difference between appropriate humour, friendship and banter, and behaviour that crosses the boundary into bullying, harassment or behaviour that causes harm. We recognise that this boundary may be different for different individuals, and pupils will be encouraged to understand and respect the feelings and perspectives of others.

This learning is reinforced through the actions and modelling of adults. Staff will challenge inappropriate language and behaviour consistently and promptly whenever the boundary is crossed, ensuring that pupils understand why the behaviour is unacceptable and what is expected instead. Further information about child-on-child abuse, including the school's approach to preventing, identifying and responding to concerns, can be found in our Safeguarding and Child Protection Policy (Section 22.3).

If bullying is suspected, seen or reported, the following system will be in place:

- Senior leaders with responsibility for behaviour and welfare will be notified as soon as possible.
- A record will be started on Behaviour Smart/CPOMs by the person who raises the concern.
- Named lead adult will undertake an investigation and talk to the individuals involved. All discussions and actions logged on Behaviour Smart/CPOMs; If the incident is related to any form of race/hate relating to the protected characteristics, this is logged and identified using the Behaviour Smart/CPOMs tabs and will be dealt with according to the school's protocol.
- An appropriate sanction will be applied dependent on the circumstances and findings of the investigation. Children who are found to be bullying will always have a sanction applied and this will be relative to the nature of the incident. All decisions and actions added to the ongoing record.
- Parents of all the children involved will be informed and kept up to date with any investigation.
- Leaders share information and data around bullying with the Trust and the governors to check for any underlying patterns or safeguarding issues that it might spotlight.

- The school will follow up on incidents of bullying with curriculum support through PSHE, RHSE work around positive relationships and assemblies. This work will be pitched at the appropriate age group for the children.

Bullying Records

All incidents of bullying will be recorded on the school's Behaviour Smart/CPOM system as described above. This will include as well, the actions that were taken at the time of the incident, during the investigation and following up afterwards to ensure actions were effective and had the impact required. Analysis of data and records will be undertaken by senior leaders to highlight any patterns or underlying issues that may underpin the behaviour. Leaders will share this information with governors and Trust central team.

Addressing Violent Behaviour

Violent behaviour is never acceptable. This is both physical and verbal violence (i.e. threats and intimidation). This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately and a senior staff member should be involved.

An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.

- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.
- The views of all parties involved should be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions must be logged (BEHAVIOUR SMART/CPOMS) – timed and dated and assigned to key staff as soon as humanly possible after the incident, with all necessary follow ups logged as further actions or information is available.
- If there are any concerns regarding signs of abuse and a child is 'acting out' then the DSL must be informed and the appropriate action taken.
- Parents of all parties should be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PSHE curriculum provision.

Tackling Hate Behaviour

Caythorpe Primary School has a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics.

We will ensure that we:

- Acknowledge the problem.

We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.

- Securing a commitment from all senior leaders.

At Caythorpe Primary School there is a strong vision, ethos and drive from senior leaders to tackle racist, homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics.

- Training for all staff.

All staff will be involved and receive the same training. This means that lunchtime staff, site managers, learning mentors, teaching assistants and staff working in the front-of-house office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.

- Updating policies and procedures.

All policies will be reviewed and updated regularly to ensure that they included lesbian, gay, bisexual and transgender (LGBT) pupils and, importantly, adults. Systems to safeguard pupils, such as training for the designated officer for child protection, and policies will ensure that staff had a good level of knowledge about tackling prejudice-based bullying.

- Tackling racist, homophobic and transphobic language strongly.

We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, was recorded and followed up. Incidents will be taken seriously and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours and we will include parents and carers, governors and the community in helping to combat poor behaviour.

- Developing the curriculum to ensure we teach children about the protected characteristics.

We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils' families and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensured that the curriculum covered all types of diversity.

Screening and Searching

The following is reflected in Caythorpe Primary School's "Restrictive Force Policy"

There may be times when it is necessary to search pupils. Caythorpe Primary School follows The Department of Education guidance which can be found at [Searching, screening and confiscation in schools - GOV.UK](#) This document outlines the screening, searching and confiscating powers a school has as well as listing items prohibited in schools.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of

staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

If a search is to be made, location and personnel who will be present in the search are considered. A record of each search is to be made and recorded on CPMs this report should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

Exclusion

Caythorpe Primary School is a part of CIT believe that the very best place for learners to be is in school where they are safe and are learning. However, we do recognise that as a very last resort there may be occasion where the school will need to exclude a pupil.

Our school will follow the CIT Trust Suspensions and Exclusions policy.

This policy aligns with the [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE July 2026).

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then they **can** be excluded. The exclusion may be for particular parts of the day (such as lunch times) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case-by-case basis. All decisions on exclusions will be taken in discussion with the Headteacher, (or the senior leader who has delegated headship responsibilities in the absence of the headteacher).

Behaviours that might trigger exclusion at Caythorpe Primary School

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy.

And

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Whilst exclusions are few and far between, behaviours that might trigger exclusion at Caythorpe Primary School (this list is not exhaustive):

- Physical assault against pupil/adult/staff
- Verbal abuse/threatening behaviour against pupil/adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour

- An offensive weapon e.g. knife
- An object used offensively e.g. stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school follows the Government Guidance [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) document.

Notification of parents:

If a pupil is excluded then we will, without delay, notify parents of the period of the exclusion and the reason(s) for it. We will also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in Section 7 of the [CIT Suspensions and Exclusions Policy](#)) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information mentioned in the above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way

Please also see [CIT Suspensions and Exclusions Policy](#) for more details.