

Montalbo Nursery and Primary School

Inspire Collaborate Endeavour

Behaviour Policy

Policy Agreed: September 2026

Policy Review: September 2027

Purpose and Vision

All staff and governors at Montalbo Nursery and Primary School are committed to providing the best possible education for our children. Our vision is to maximize the potential of every child in school by striving to give them a broad, well balanced and inspirational education. Most importantly we want our children to enjoy school and for all of them to reach their full potential, at home and at school, in partnership with parents.

- We believe all children should feel happy, included, secure and valued.
- We work hard to promote positive mental health and wellbeing throughout the school.
- We believe children should have excellent attendance and punctuality.
- We will work with children and parents/carers to promote the links between positive attendance and achievement.
- We believe children learn most effectively when they are interested and excited by engaging in a large variety of practical experiences and enrichment activities.
- We believe that you, as parents and carers, are the most important people in your child's life and look forward to building long-lasting, positive relationships.
- We believe that children are entitled to a stimulating learning indoor and outdoor environment with high quality resources.
- We refer to and encourage our core values in all that we do: to endeavour, to collaborate and to be inspired.

Ethos

While academic progress is valued and important to us, Montalbo Nursery and Primary School is about more than that. We want all our pupils to be able to communicate effectively with each other and be thoughtful members of the community. We believe children should be happy and confident members of society, skilful and well able to reach out to the wider world in order to change lives for the better.

We pride ourselves on the positive, inclusive working environment in the school and visitors often comment on the lovely atmosphere between children and staff, the respectful nature of the children and the superb relationships. There is a real buzz about the school and every member of staff works so hard to ensure that each child reaches their full potential. Our curriculum is bespoke, with sequential lessons building knowledge and skills progressively.

1 Behaviour Policy Introduction

- 1.1 At Montalbo Nursery and Primary School, our behaviour strategy is aimed at creating a culture with high expectations of behaviour. We endeavour to build a calm, safe and supportive environment conducive to learning. Positive behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond primary school.
- 1.2 This policy outlines the high behavioural standards Montalbo Nursery and Primary School expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with Montalbo Nursery and Primary School's anti-bullying policy, SEND and safeguarding and child protection policy, all

of which can be found on the Montalbo Nursery and Primary School website. It will be reviewed annually by Governors.

2 Behaviour Policy Aims and Objectives

2.1 Montalbo Nursery School is committed to providing a broad, balanced and effective education for all the children who attend our school. Relationships and behaviour are integral to our positive, healthy and safe learning environment. By setting high standards of expected behaviour, we aim to:

- promote positive relationships that safeguard and promote the welfare of pupils
- maximise the value of the learning experience for all pupils
- enable pupils to understand the consequences of their behaviour
- enable and encourage pupils to take responsibility for their behaviour
- provide an environment in which everyone feels safe
- foster discipline and mutual respect between everyone
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety
- define a framework for rewarding success
- define a framework for de-escalating negative behaviours
- promote pupils' self-esteem and self-regulation
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions
- support pupils whose behaviour within the school environment is challenging
- support pupils who may find cooperation difficult
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communications with all stakeholders

3 Application of our Behaviour Policy

4.1 This policy applies to all members of the Montalbo Nursery and Primary School community. Montalbo Nursery and Primary School uses an information management system (CPOMS) to record behaviour incidents in a consistent format. Montalbo Nursery and Primary School will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

- whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour
- the severity of the misbehaviour

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

4 Roles and Responsibilities

All members of our Montalbo Nursery and Primary School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of the Montalbo Nursery and Primary School community are set out in detail below.

4.1 Head Teacher

The Head Teacher will ensure that this Behaviour Policy is applied consistently across the school and will report back to Governors. The Head Teacher will ensure that all staff receive regular continued professional development and training on behaviour management. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.2 Governing Body

Governors at Montalbo Nursery and Primary School will review and monitor the application and implementation of this policy by receiving regular reports from the Head Teacher on behavioural sanctions and support put in place for pupils at the school. Governors will visit the school, scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher.

4.3 Staff

All staff will:

- Communicate this policy to pupils and parents to ensure that Montalbo Nursery and Primary School's expectations are transparent to all, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for pupils with SEND as required.
- Provide praise, rewards and reinforce positive behaviour.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Record more serious incidents of behaviour on CPOMs.

- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole school community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Support the filtering of harmful online content by overseeing online activities and reporting when necessary to DSL.
- Recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need.
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support.
- This support could include:
 - more frequent engagement with parents.
 - ensure home school communication.
 - engaging with local partners and agencies to address specific challenges.
 - consider whether a multi-agency assessment referral is required e.g. Early Help
 - design a personalised Behaviour Plan or support plan with set targets and support strategies.
 - contact parents if there is a concern that affects their child's work or behaviour.

4.4 Parents/carers

Parents/carers play an important role in ensuring good behaviour from their children. Parents/carers are expected to:

- support the school in the application and enforcement of this policy.
- inform the school of any challenging behaviour exhibited at home.
- Inform the school of any special educational needs their child may have.
- Inform the school of any changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.
- work with the school in support of their child's learning.
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour.
- inform the school in writing of any medication their child needs to take.
- support their child in homework and other opportunities for home learning.
- attend Parents/Carers' Evenings and discussions about their child's progress.
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.5 Pupils

Reminders of the school expected standards of behaviour are shared regularly. Pupils will agree a class charter at the beginning of term and are expected to adhere to it. Pupils are expected to have a positive attitude and maintain high expectations for themselves. Pupils will be asked to give feedback on their

experience of the behaviour culture and our values to support the evaluation, improvement and implementation of the behaviour policy. Online Safety is covered in the curriculum regularly and children are aware that the school has a filtering system and that this is monitored.

5 Our Behaviour Approach

This policy is informed by a positive approach to behaviour management. Wherever possible, we encourage, praise, celebrate, reward and positively reinforce key learning behaviours that pupils will need for life. In all pupils, we foster the ability to be:

- Resilient
- Determined
- Collaborative
- Imaginative
- Responsible
- Thoughtful

At Montalbo Nursery and Primary School, we believe that building pupil's confidence, through strong relationships and a positive approach, is key to excellent behaviour. We expect all adults who work across our schools to embrace this approach.

Central within our Montalbo Nursery and Primary School Behaviour Policy is choice: we refer to good choices (which lead to positive consequences) and wrong choices (which lead to negative consequences). 'Choice' promotes self- management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and; It avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

6 Our Rewards System

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Adults in school strive to recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our high expectations. A wide range of further rewards are also used to promote positive behaviours for learning: Children can also earn Star Points for following our school values and showing good learning behaviours. Pupils from each class receive values related certificates weekly, including a 'You've been Spotted Certificate' which often highlights positive behaviours such as kindness, good manners or positive behaviours. Star stickers can be given for Early Years and key Stage 1 positive behaviours, and in Key Stage 2 star charts work towards in class rewards.

7 Attendance and Punctuality

We also recognise attendance and punctuality as important learning behaviours to be celebrated. At Montalbo Nursery and Primary School, we celebrate positive attendance on the newsletters and a whole

school display in the school hall. Parents/carers are invited to attendance meetings if their child's attendance drops below 90% to help ascertain the support needed to improve this. There are many avenues of support. Please see our Attendance Policy for further details.

8 Sanctions

8.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising.

8.2 The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements. When considering what is the most suitable consequence for an unwanted behaviour, staff should follow the level descriptors outlined below. The Head Teacher and Deputy Head Teacher will help any staff who are unsure, as well as offer advice and guidance on how to deal with any unwanted behaviours.

Behaviour Level Descriptors		
Positive	<u>Positive behaviours are reflected in our Montalbo Nursery and Primary School Values.</u> Inspire – high personal achievement, participating in an extra-curricular activity, representing the school, demonstrating independence, solving problems, being organised, being a good ambassador, displaying good manners, showing eco-awareness. Collaborate – thinking of and working positively with others. Displaying kindness, being charitable, including others and being a good friend. Being helpful to a member of staff or a peer, being a good listener, being fair and honest, showing tolerance and respect of others. Endeavour – working hard, following instructions carefully, good progress in classwork and homework, participating in an assembly or other school event, trying out new things, pushing self to develop by seeking challenges, overcoming failure. Showing an understanding of how to be safe and being online aware.	
Communication	Any communication with parents/carers regarding serious behaviour concerns or incidents should be recorded on CPOMS so there is a complete record of pastoral and/or academic matters that have been raised and discussed.	
Level	Examples	Sanctions
1 Low level and/or 'rude' behaviours	Behaviours that may be minor, and/or occur three or more times in a short period of time. - Talking in line on the playground - Unacceptable behaviour at lunch - Unruly behaviour - Low-level disruptions in the classroom - Unsafe behaviour - Being unkind to others - Making a poor effort at a task Can also be an unintentional behaviour that causes upset to other individuals.	At the discretion of the teacher, one of the following should be used: - Verbal warning - Removal of privilege - Menial class duties - Name on board/time out for EYFS/minutes off Golden Time for KS1 - Name on board/minutes off playtime for KS2 - Report to Key Stage leader - Repeat or re-do the task
2 Significant and/or regular 'mean'	Behaviours can be one-off incidents that cause significant disruption, damage or upset. They may also be repetitive behaviours that have previously been dealt with at Level 1, but have continued.	At the discretion of a member of SLT, one of the following sanctions should be used: - Verbal warning - Removal of privilege

behaviours	• Persistent unsafe behaviour • Name-calling or threatening comments to others • Continual disruption to other learners • Deliberate defiance of authority Can also be an intentional behaviour that has occurred once that causes upset to other individuals.	• Missed playtime • Temporary or short period removed from classroom • Letter of apology • Parental contact • Reflective session with a member of SLT • Report to Deputy Head • Report to Head Teacher
3 Serious and 'bullying' behaviours	Behaviours likely to cause serious disruption, damage or upset. • Racist, homophobic or other comments aimed at protected groups • Foul/abusive language at others • Hitting/fighting another child • Bullying behaviours • Deliberately damaging, defacing or stealing of property • Sexual harassment or violence • Continuing, regular 'level 2' behaviours	At the discretion of the Pastoral Lead, one of the following sanctions should be used: • Verbal warning from a member of SLT • Removal of privilege • Missed playtimes • Removal from the classroom • Work in the Head Teacher's office • Letter of apology • Behaviour support chart or plan • Referral to the Head Teacher • Parental contact must be made • Incident recorded on CPOMS • Referral to outside agencies where appropriate • In the more extreme incidents, the pupil may be formally suspended or expelled by the Head Teacher

8.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the Designated Safeguarding Lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. Montalbo Nursery and Primary School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for Children in Care, regarding students' behaviour when necessary. When a sanction is imposed, parents/carers will be informed.

8.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

8.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

8.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others
- physical abuse to/attack on staff

- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- recording or taking images of pupils or staff without their express consent
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances
- carrying, supplying or taking prescription drugs or non-prescription drugs
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- possession of items prohibited under the school rules

8.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and staff
- to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space

During the period of removal, the pupil will receive continual, supervised education in a suitable environment. The length of time for a lesson removal will be tailored to the needs of the pupil, proportionate to the reason they were removed and considerations will be made for a planned successful reintegration, back into the classroom. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed, consulting with the Local Authority and outside agencies where applicable. Parents should be informed on the same day if their child has been removed from the classroom and a discussion on reintegration should be facilitated with the pupil and parents which may include reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply. If a child has a social worker or is a looked after child, the Headteacher will ensure that the social worker and/or Virtual School Head (as applicable) are informed of the lesson removal and adaptations to the Personal Education Plan are made to reflect the behaviour support in place.

8.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

9 Pupils with Special Educational Needs and/or Disabilities

9.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

9.2 Montalbo Nursery and Primary School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, Montalbo Nursery and Primary School will do all it can to ensure that the pupil receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. Montalbo Nursery and Primary School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for our school on the facts of the situation.

9.3 An Individual Behaviour Plan and/or Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's SEND policy for more information.

9.4 Montalbo Nursery and Primary School will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has a severe skin condition
- training for staff in understanding conditions such as autism

9.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

10 Investigating Incidents

10.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question

the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

10.2 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

10.3 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

11 Search, Seizure and Confiscation

11.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

11.2 The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

11.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by school policy or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated.

11.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

11.5 The Headteacher and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

Prohibited items that can be searched for without consent include:

- knives or weapons

- alcohol
- illegal drugs
- prescribed drugs (all medication must be verified by the School Office/First Aiders)
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

12 Mobile Devices

12.1 Mobile devices are strictly not allowed to be used by pupils during school hours. Any device brought into school by a pupil must be switched off and handed to the class teacher upon arrival at school. The class teacher must hand the mobile device back to the pupil at the end of the school day. The device will remain in the teacher's lockable desk drawer or similar lockable and secure storage area.

12. 2 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

13 Use of reasonable force

13.1 Montalbo Nursery and Primary School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

13.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

13.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

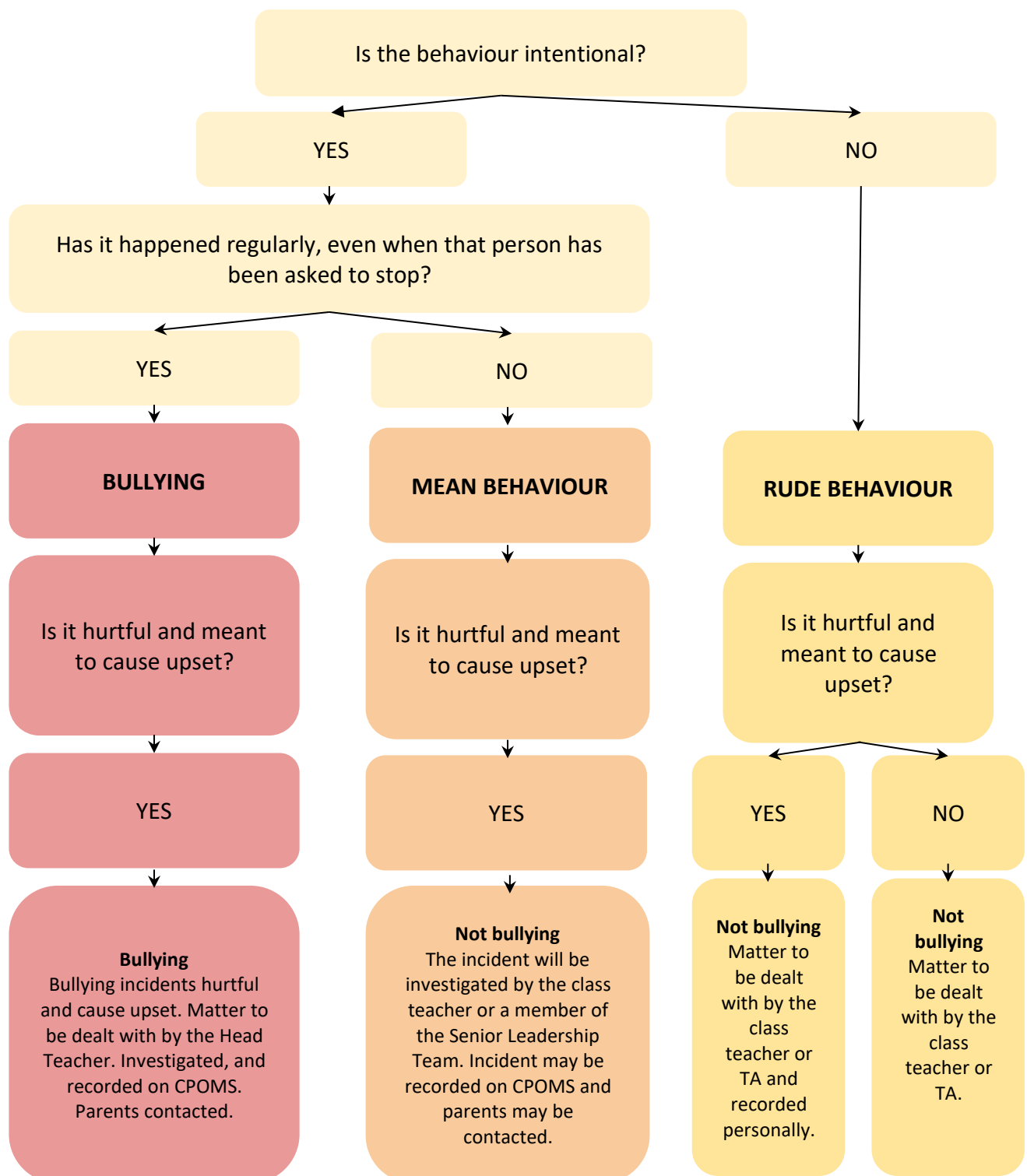
13.4 All incidents where pupils need to be handled to help them to calm down will be recorded, any Positive Behaviour Plan and/or Support Plan reviewed and parents will be informed as a matter of course.

13.5 Wherever possible, designated Team Teach trained staff will support in the use of reasonable force.

14 Bullying

14.1 Much preventative work is undertaken by school staff on anti-bullying approaches including work through our PHSE and RSE curriculums. These messages are reinforced in assemblies.

14.2 When assessing any potential bullying incident, staff must take the guidance set out by the DfE (2017, 2014) and the definitions provided by Whitson (2016) into account. Using the flowchart below will help to ascertain whether an incident is bullying, or whether it is mean or rude behaviour.



14.3 Montalbo Nursery and Primary School take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

14.4 Montalbo Nursery and Primary School wants to make sure that all pupils feel safe in the school and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

14.5 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. Montalbo Nursery and Primary School practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

14.6 If an allegation of bullying does come up, the school will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances

14.7 Montalbo Nursery and Primary School encourages parents to follow the recommended age restrictions for social media platforms. Most of the popular social media services require users to be at least 13 years of age before they can register. The age requirements are there because of data protection laws. Data protection laws also say that only children aged 13 and over can sign up to online services without parental permission.

14.8 Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report, an investigation will follow during which an authorised member of staff will arrange a meeting with parents to

address the issue. If deemed necessary by the Head Teacher, the school may refer the incident on, to the appropriate Police Community Support Officer, for example.

15 Child-On-Child Sexual Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. Montalbo Nursery and Primary School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Measures are listed in the safeguarding and child protection policy. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

16 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with Montalbo School's Complaints Policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Policy written: September 2025

Review date: September 2026