

Sparsholt C of E Primary School

Behaviour and Anti-Bullying Policy

2025 - 2026



Review frequency	Annually (by the Curriculum Committee)
Last approval date	4 th December 2025
Next approval date	December 2026
Is this policy statutory or non-statutory?	Statutory
Signature of Headteacher	
Signature of Chair of Approving Committee	

Principles

The school promotes effective learning within a happy, caring and co-operative atmosphere.

Our Behaviour and Anti-Bullying Policy (including our written statement of behaviour principles – Appendix 1) actively promotes our core values of courage, compassion and creativity. Our core values are prominently displayed around the school and are clearly encapsulated through our simple Golden Rules: 'Be kind, be respectful, be safe and sensible at school, at home in life.'

There is a shared understanding of expectations across the school and staff reiterate them throughout the day in regard to both learning and general behaviours. The children are guided in self-discipline, responsibility, sensitivity, self-respect, self-confidence and respect for other people and their environment.

A positive ethos, through active positive reinforcement and a system of rewards forms the context of our Behaviour Policy. Positive behaviour is noted and actively encouraged. A home school partnership is key to this process. All adults in school are clear about the school expectations, and actively use praise for those pupils who are doing it right.

A creative engaging curriculum and interesting lessons matched to the needs of pupils also help our children to stay on task. A restorative practice approach is also a powerful influence used by all adults at Sparsholt to encourage positive behaviour.

We have a clear Anti-Bullying message and always take incidents of bullying seriously (See Anti-bullying strategy).

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Aims

This policy aims to:

- Ensure everyone at Sparsholt School feels safe and is valued and guided to become good citizens.
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Roles and responsibilities

5.1 The governing board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (see Appendix 1)

The Governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing body, giving due consideration to the school's written statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

At Sparsholt CofE Primary school we expect our pupils when in school and when off-site when representing the school, such as on a school trip or on the bus on the way to or from school, to follow the Golden Rules: 'Be kind, be respectful, be safe and sensible at school, at home in life.' by:

- Behaving in a safe and sensible way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly and sensibly around the school
- Treating the school buildings and school property with respect
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

The Classroom

Each teacher and class will have appropriate discussions to decide rules for their classroom and the learning attitudes to be shown. From these discussions, the class will create a class charter for everyone to follow. The school has developed clear school wide rewards and sanctions (see below) however each class teacher may develop some additional rewards and sanctions dependant on the age of their children and what motivates them in addition to the measures described below.

Rewards

- The school has a House point system where children can earn house points for demonstrating the school's values both in their work and the behaviours they show. Once the children have earned a set amount of house points they are rewarded with a bronze badge in celebration worship. This progresses onto silver and gold badge awards depending on the number of points accumulated throughout the year.
- Each child is allocated to one of the schools four houses: Rope, Star, Wave and Key. The house points the children earn also go towards a group total for their house. We as a school believe this approach encourages children to not only do things for themselves but also for others.

- Where behaviour and outcomes have been exemplary, children will be sent to the Head Teacher (HT) to receive a sticker.
- Three children from each class will be nominated each week to receive a Core Value Award (Courage, Compassion, Creativity) from the HT. These are presented in Friday Celebration Worship and names are shared with parents in the weekly newsletter.

Sanctions /Reminders

- Teachers use a graded system of behaviour reinforcement. These systems are 'child friendly' and adapted according to the age and needs of the children.

All teachers follow the following procedure if negative behaviour is witnessed:

- A non-verbal warning sign will be given: a look, a hand on the shoulder etc.
- If the behaviour continues a verbal warning will be given
- If the child persists a final warning will be given
- If this is not adhered to the child will be asked to remain in the classroom during playtime for 1 minute for each of the events so that they have time to reflect, resolve and reframe their behaviour.
- If inappropriate behaviour continues then in the first instance the child will be sent to the DHT to allow further reflection and then if no improvement is seen to the Head Teacher.
- We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex.

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, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Contact parents if the pupil refuses to apologise in the first instance

Our Relationship and Health Education curriculum will cover what healthy and respectful behaviour towards one another looks like.

- Where a child is using physical violence or abusive language, to children or staff, the child should be sent straight to the HT and parents will be informed.
- The school have a zero-tolerance approach to sexual harassment and sexual violence. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information

Inappropriate behaviour

- If a child does not adhere to the pupil code of conduct, this would be considered as inappropriate behaviour.
- Incidents of inappropriate behaviour that have resulted in a child losing minutes off their playtime to enable reflection time or being sent to the DHT or HT will be recorded and parents may be informed.

- Incidents will be recorded in order to build up a pattern or picture, which may be useful to the school or an outside agency. Furthermore, a meeting may be appropriate between the Headteacher, parents, class teacher and child to discuss the problems and plan necessary action.
- In some circumstances the SENCo, Headteacher and/or Hampshire Primary Behaviour Support team will write an Individual Behaviour Management Plan detailing individual behaviour expectations and suggested alternative strategies for supporting good behaviour.
- The school will work closely with parents in these situations.

Exclusion/Suspension:

There may be some instances when a child's behaviour leads to the need for a fixed term suspension or a permanent exclusion. Government and County guidelines will be followed when a decision to suspend or exclude a child has been made.

Positive handling

In some circumstances where a child is behaving inappropriately, staff may need to use reasonable force to positively handle a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

At Sparsholt, incidents of positive handling will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

If a child has or is suspected of having any items that are prohibited, the school will follow the guidance set out in the DfE's [latest guidance on searching, screening and confiscation](#). The list of prohibited items can be found in this guidance.

False and Malicious allegations:

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Bullying

- At Sparsholt C of E Primary School, staff, parents and children work together to create a climate where bullying is not accepted.
- We follow a Christian ethos that believes all people are made in the image of God and are unconditionally loved by God. Everyone is equal, and we treat each other with dignity and respect.
- Our school is a place where everyone can flourish in a loving and inclusive community.
- There are no circumstances in which any physical assault by one child on another will be tolerated or condoned.
- We will also not tolerate any form of targeted persistent unkind behaviour. Any bullying behaviour (physical or verbal) will be dealt with as a matter of importance according to the attached strategy (appendix B).
- Parents are active partners in the working of this policy and their help is essential to ensure a satisfactory response of any problems which arise.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour. In addition, some staff have undertaken training on the Team Teach approach which also includes the proper use of positive handling.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing body every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Child Protection Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Positive Handling Policy
- SEND Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing body every year.

Appendix 2: Anti-Bullying Strategy

Rationale

To set out the school aims and procedures in relation to bullying behaviour.

Purpose of the strategy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Other Sparsholt School policies related to this Anti-Bullying Strategy are the Policy for Behaviour & Anti-Bullying Policy and the Accessibility (Equality) Policy.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

Guidelines

Prevention

At Sparsholt C of E Primary School staff, parents and children work together to create a climate where bullying is not accepted.

The School makes clear to pupils that it will not tolerate targeted, persistent, unkind behaviour. It revisits the subject through Worship, PSHE, circle time, E-Safety lessons and when any incidents occur.

The School Core Christian Values (courage, compassion, creativity) are the shared values which we expect to be followed by children and staff. Our values deter targeted, persistent, unkind behaviour and is the framework for discussion, intervention and the response when allegations of bullying occur.

At each staff meeting we discuss child issues and if bullying has been identified, intervention will be implemented.

We also have an Emotional Literacy Support Assistant (ELSA) whose responsibility is to work with children who are vulnerable or have anti-social behaviours.

Reporting bullying

Reporting – roles and responsibilities

- Staff - all staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- The Headteacher and Deputy have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents/carers - parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. Parents are active partners in the working of this policy and their help is essential to ensure a satisfactory response of any problems which arise.
- Pupils - pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying - they should offer support to the victim and encourage them to report it.

Stage 1 - Responding to bullying

In the event of the school's identification, pupil's disclosure or parent complaint, all members of staff will inform the Headteacher/Deputy who will:

- Sensitively interview the aggrieved and record all meetings in the school's behaviour file.
- Ascertain the frequency and intensity of the behaviour.
- Make a judgement – is this an isolated incident, or targeted, persistent, unkind behaviour?

- If the former, the Headteacher will bring together the two parties plus their friends and explore the problem in a group discussion where everyone has a chance to say their piece without interruption.
- The Headteacher will bring the discussion to an agreed strategy to resolve differences, alert staff of the decision, and monitor the outcomes.
- Parents will be informed where appropriate.
- If the situation does not improve and the behaviour continues, the Head-teacher moves to Stage 2.

Stage 2 – in the event of bullying

- The Headteacher will speak with both sets of parents involved and reassure the parents and child that if bullying has occurred it will not be tolerated, that those hurt will be cared for and those causing hurt will be expected to make amends.
- Parents will be kept informed of actions taken by the school to deal with bullying concerns.
- Sanctions will be applied appropriately; e.g., removing playtimes, lunchtimes, clubs, privileges, writing a letter of apology. Sanctions can ultimately lead to exclusion.
- The motivations behind the bullying behaviour will be investigated. Support will be put in place as required; e.g., working with the school ELSA (Emotional Literacy Support Assistant), peer mentor, staff mentor.
- Staff will be asked to monitor the situation, intervene if necessary, and report any further incidents to Headteacher, who will maintain a written record which are securely kept in the HT office, and escalate sanctions as necessary.
- The Headteacher will report any incidents to the governing body. In extreme cases, Governors retain the right to permanently exclude a pupil whose anti-social behaviour remains unacceptable.
- We will work with the victim to develop coping strategies.
- We will build a positive group of friends around the victim and monitor their well-being.
- Support will be offered to the target of the bullying from all staff.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying, in particular, means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- The School makes clear to pupils that it will not tolerate targeted, persistent, unkind behaviour. It revisits the subject through Worship, PSHE, circle time, E-Safety lessons and when any incidents occur.
- We believe our core values for life embody our Christian ethos and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying message to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study (SCARF online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement) includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying. Peer worship groups offer support to all pupils.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- At each staff meeting we discuss child issues and if bullying has been identified, intervention will be implemented.
- We also have an Emotional Literacy Support Assistant (ELSA) whose responsibility is to work with those who are vulnerable or demonstrate anti-social behaviours.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with pupil governors
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying strategy.

Monitoring the policy

The Headteacher is responsible for monitoring the strategy on a day-to-day basis. The Headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the strategy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the strategy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The strategy is reviewed every 12 months, in consultation with staff, pupils and governors.