



Positive Behaviour Policy and Anti Bullying Policy

September 2025

Contents

1.1 Our Aim	2
1.2 Expectations	2
1.3 Consistent approach	3
1.4 Zones of Regulation	3
1.5 Recognising and celebrating success at every opportunity	4
1.6 Strategies for supporting pupils who are not yet able to demonstrate positive behaviours	4
1.7 Consequences, sanctions and reflection	4
1.8 Alternative arrangements	6
1.9 Internal exclusion	6
1.10 Suspensions and permanent exclusion	6
2.1 Bullying	7
2.2 Child on Child Abuse	8
2.3 Procedures for responding to bullying	8
3.1 Use of reasonable force	8
3.2 Banned items	9
3.3 Use of mobile phones	9
3.4 Behaviour beyond the school gate	9
3.5 Transitions	9
3.6 Roles and responsibilities	10
3.7 Staff induction and training	10
3.8 Parents and Carers	10
3.9 Associated policies, resources and references	10
Appendix 1 Reflection conversation script	12
Appendix 2 Bullying and Prejudice Form	14
Appendix 3 Behaviour contract	17

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Relationships underpin our ethos and are key at The Mease: “Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

Rita F Pierson

1.1 Our Purpose At The Mease we aim to create a happy, safe and stimulating environment where pupils are supported and nurtured in order to develop their aspirations and achieve their full potential. We want children's experiences of school to be enjoyable, safe, secure and rewarding.

Positive relationships are the cornerstone of our ethos and approach and children are taught to respect themselves and each other, all members of the community and their property. Children are encouraged to develop positive self-esteem through celebrating work and efforts and through regular opportunities to reflect on achievements and learning.

We aim to reduce the need for punishment and sanctions, as far as possible, through providing an engaging, interesting, fun and challenging curriculum, rewarding positive behaviours and promoting high self-esteem. This in turn avoids any child forming a view that they are poorly behaved and are supported to reflect upon any negative behaviours.

Staff have high expectations and challenge pupils to be the best they can. An atmosphere of mutual respect is created through adults presenting as positive role models for behaviour.

We recognise that understanding and expressing our emotions will support our pupils in understanding and managing behaviour and this will be embedded in our curriculum. Children are supported and encouraged to co-regulate or, if able, self-regulate their emotions and behaviour.

1.2 Expectations

We have three core expectations which help to maintain our happy, safe and calm environment throughout the day based on the principles of Paul Dix. The expectations are summed up in three easy to remember words: Ready, Respectful, Safe.

Summary	Behaviour we expect to see
Ready	- We work hard - We wear our correct uniform - We arrive on time
Respectful	- Be respectful and helpful - Listen to other people - Be honest - Look after property and our environment
Safe	- Be gentle - We listen to instructions to keep us safe - Walk quietly and sensibly around school – "wonderful walking"



In addition, we have one GOLDEN RULE: **be kind**.

We promote these core expectations through our **REFLECT** ethos, putting our values at the heart of everything we do:



These are promoted through our curriculum and recognised through our positive approaches.

1.3 Consistent Approach There are five consistencies that all staff will uphold in the school. The cornerstone of each of these are the positive and supportive relationships between staff and pupils. At The Mease, adults:

1. Model positive behaviours and notice these first;
2. Actively greet all learners as they enter the learning area;
3. Show calm and consistent behaviour. They will not shout at learners;
4. Use emotion coaching to calmly and slowly deal with disruptive learners (using clear sanction steps outlined below);
5. Restorative practice to follow up every time, personally and engage in reflective dialogue with pupils.

These align with the three Walk Thrus (developed by Tom Sherrington and Oliver Caviglioli) linked to our 'establishing the conditions' ethos, providing five-step guides to instructional coaching:

- Positive Relationships
- Rehearse Routines
- Curiosity and Wonder

Our key purpose is to ensure the well-being and success of all our pupils. All adults are responsible for the behaviour of pupils. Staff encourage pupils to make good learning and behaviour choices throughout the school day and challenge undesirable behaviour as soon as it is seen. Staff make clear that poor learning choices have consequences for learning and achievement. Staff have high expectations of behaviour and there are a variety of strategies and rewards in place to recognise and celebrate when pupils are following the **REFLECT** values. Relentless routines are expected in classes and throughout the school to make expectations clear to learners.

Strong relationships between staff and pupils are vital. Staff are fair and consistent with children and take into account individual needs and children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally, staff are approachable and there to help.

Our curriculum has the development of social and emotional development at its core. Each week there are opportunities for mindfulness activities and reflection. During PSHE lessons and assemblies we actively teach children about emotions, how to look after their own wellbeing and what they can do if they are feeling worried or upset about anything.

1.4 Zones of Regulation

The Zones of Regulation, a research based intervention, is used where appropriate to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning and achieving their best. When used effectively, children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and/or SEMH needs. In order for a child to be ready for learning they need to be able to self-regulate and they will need 'tools' to help them to self-regulate. Some children will need an adult to co-regulate with them and occasionally further support, for example, through social stories.

The Zones of Regulation helps children to identify their feelings through the use of colours:

Green – happy, calm, okay

Blue – sad, tired, shy

Yellow – excited, frustrated, worried

Red – cross, overjoyed

We recognise that some children require additional reassurance and support to the above to understand routines and expectations. In addition to the Zones of Regulation, we use visuals including signs and symbols to support these children.

1.5 Recognising and Celebrating Success at Every Opportunity

Children who consistently meet or exceed our expectations will be acknowledged for their great conduct through celebration assemblies, the awarding of dojos points and messages home.

Class Dojo is a monster themed computerised system that is shared with parents/carers and as a tool for tracking behaviour across school. Parents/carers are able to monitor their child's behaviour through the class dojo app. There is a consistent approach to awarding dojo points and managing behaviour amongst all staff, including play workers.

Dojo points are given for positive learning behaviours linked to our **REFLECT** values. Examples of behaviours that could result in a dojo include: persevering with a difficult task, being polite and showing good manners, working hard to improve a piece of work, being a positive role model in following class routines, looking after a friend at playtime.

Children's individual dojos points contribute to the whole class dojo points amount. These result in whole class rewards that children collectively decide on in their class groups.

Other rewards include: a smile, verbal labelled praise, comments in books, being given a sticker, showing work to another class or member of staff, positive notes, phone calls home, REFLECT certificates in assembly, Kindness Ambassador award, hot chocolate with the Principal.

1.6 Strategies for supporting pupils who are not yet able to demonstrate positive behaviours

The school environment is designed to support emotional regulation. Most of our displays will be in a neutral background colour to help create a calm and communication friendly space. Consistent routines are in place to make expectations very clear and to ensure the environment is calm and orderly.

Each classroom has an area that is available for a child to go to when they need a break or time to be quiet and reflect. These areas will be comfortable and contain sensory resources to help children calm down and regulate their emotions.

In addition individual behaviour plans are used to support children who need specific adjustments to help them develop and demonstrate positive behaviour. Individual behaviour plans take into account individual needs and the reasons behind any particular behaviour. They will:

- Outline specific support strategies that may be needed to support the child;
- Be drawn up in consultation the child and shared with parents.
- Be reviewed regularly.

1.7 Consequences, Sanctions and Reflection

Consequences and sanctions at The Mease Spencer Academy have a learning focus, build relationships and encourage pupils to take responsibility. All members of the school community should adopt a restorative approach to support children to reflect on their behaviour and emotions and to identify how they can make positive choices, helping them to resolve conflicts in the class and playground.

Whilst we focus on and reward examples of positive conduct, we deal fairly and firmly with anything that falls short of our high standards. Children are supported to recognise that their behaviour can have a negative impact on themselves, property or others using the Behaviour



Stepping Stones as guidance. They are expected to take responsibility for their actions and to take steps to put the situation right. Any dialogue about inappropriate behaviour should be held away from other children.

If a child demonstrates misbehaviour, staff follow these steps. Some behaviours may lead straight to Step 4 or beyond.

Step 1 (QFT)	Identify children who are demonstrating positive behaviours and praise Non-verbal reminders: - The 'look' - Proximity – moving towards a child's space - Refocusing (it is ok to use the child's name to refocus behaviour) - Directions and encouragement - Refer to Behaviour Stepping Stones
Step 2 (QFT)	Verbal reminder: - Use of an Affective Statement, eg, It is disappointing when...(name the behaviour) - A reminder of school expectations, eg, reminding child of class rules or school rule - A clarification of why the behaviour is unacceptable and reminding children of possible consequences - Refer to Behaviour Stepping Stones
Step 3	Second verbal reminder: - Time out with adult to engage in a further restorative conversation about the school rules - Refer to Behaviour Stepping Stones - Incident and action must be logged on Arbor
Step 4	Mis-behaviour continues after second verbal reminder: - Time out to reflect and think about how to make the right choices - REFLECT conversation (appendix 1) - Consequence (eg, time out, loss of privileges) - Refer to Behaviour Stepping Stones - Incident, action (including a copy of the REFLECT conversation and consequence) to be logged on Arbor Note: - Time out may take place in a partner class. There is no need for partner teacher to be involved other than to provide a space for reflection - If learning time has been missed, this should be made up at the next available break
Step 5	Mis-behaviour continues after REFLECT conversation or child has reached Step 3 or 4 three times in one week: - Meeting with parent and child - Behaviour contract issued - Logged on Arbor
Step 6	In house exclusion - Logged on Arbor
Step 7	Fixed term suspension - Logged on Arbor
Step 8	Permanent exclusion - Logged on Arbor

Inclusive language is used to ensure aspects of the learner are not identified as the problem. The unacceptable behaviour will be identified and discussed with the pupil, eg, "I find throwing a book on the floor unacceptable because...." rather than "You are very bad because...."

A child's individual needs and circumstances will be taken into account when applying the above steps. Flexibility of approach may be necessary for specific children. We are unable to discuss specific sanctions with parents/carers who do not have PR. We ask for parent/carer understanding of this.

Misbehaviour which could lead to reflection and/or consequence and recorded as Step 3 (or beyond) includes, but is not exhaustive to:
- Chatting in class - Disrupting another child - Distraction or interruption - Answering back - Not following instructions - Telling lies - Name calling - Unsafe movement around class or school

- Unsafe behaviour
- Playtime incident (minor)
- Refusal to work
- Annoying other children
- Inappropriate language
- Aggressive and violent behaviour causing deliberate injury to children or staff
- Vandalism to buildings or property
- Bullying
- Major lesson disruption
- Leaving school without consent
- Abusive and threatening behaviour
- Vulgar/homophobic/racist language
- Acts of discrimination or abuse in relation to protected characteristics

1.8 Alternative arrangements

Alternative arrangements can be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances, and taking into consideration the impact on consistency and perceived fairness overall.

We will also consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we refer to the Equality Act 2010 and schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

1.9 Internal Exclusions

Internal exclusions are at the discretion of the school. The Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions because they do not impact on a student's education by removing them from school. An internal exclusion is imposed for serious and/or persistent breaches of the school's behaviour policy. Patterns of behaviour will also be taken into account. The purpose is to make it clear to the student and their parents the seriousness of their behaviour while complete restorative and reflective learning related to that behaviour. This is in addition to continuing academic learning. During the exclusion, the pupil will complete the work set for them with a trained member of staff as well as completing restorative work, focusing on the reasons for their exclusion with an aim to prevent any future exclusions. There is no statutory maximum period for internal exclusion. In most cases, a period of internal exclusion will not last more than one school day. When a period of internal exclusion is required, the excluded student may be moved to another school within the Spencer Academy Trust, supervised at all times by a member of staff from The Mease Spencer Academy. Parents/carers will be informed of the duration of and reasons for an internal exclusion by the Principal on the day that a decision to internally exclude is made. Parents/carers may be invited into school for a meeting to discuss the internal exclusion. All instances of internal exclusion are logged on Arbor for the child's individual record.

1.10 Fixed Term Suspensions and Permanent Exclusions

We will endeavour to avoid suspension and/or exclusion from the school wherever possible. A decision to suspend a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or affects the safety of others. The Principal will take the decision to suspend a pupil and will also decide upon the length of the suspension and whether it is to be fixed term suspension or a permanent exclusion.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all of the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Depending on the type of suspension/exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/cares and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of suspension of more than five consecutive days.

Further information on fixed term exclusions can be found on the following link:

<https://www.gov.uk/government/publications/school-exclusion>

2.1 Bullying

We believe that safeguarding is everyone's responsibility – this includes the prevention of bullying and, where this has occurred, tackling bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children will be tolerated.

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", July 2017)

In other words, bullying at The Mease is considered to be unacceptable behaviour which occurs 'several times, on purpose'. Children are made familiar with the STOP acronym to help them identify bullying behaviour.

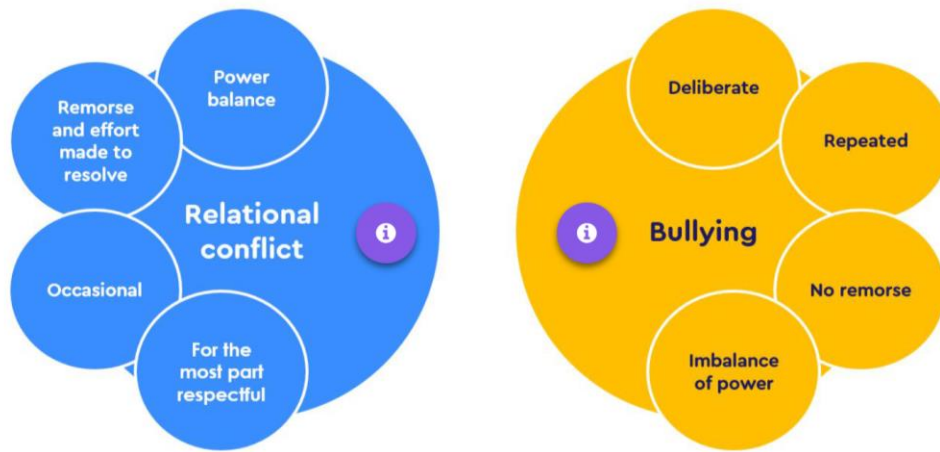
Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace and can happen to anyone.

The Anti-Bullying Alliance explores the difference between relational conflict and bullying. It describes:

Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour that happens occasionally, and offence might be accidental. In cases of relational conflict, there is generally a willingness to make things right, to reflect on what went wrong and to plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.



At The Mease, we follow these principles:

- Bullying is unacceptable and we all have a responsibility to ensure we do not abuse or bully others
- Bullying is a problem to which solutions can be found
- All members of the school community will be listened to and taken seriously
- Seeking help and openness are regarded as signs of strength
- Young people have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse
- Incidents of bullying will be dealt with swiftly and proactively
- Incidents of bullying will be recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

2.2 Child on Child Abuse

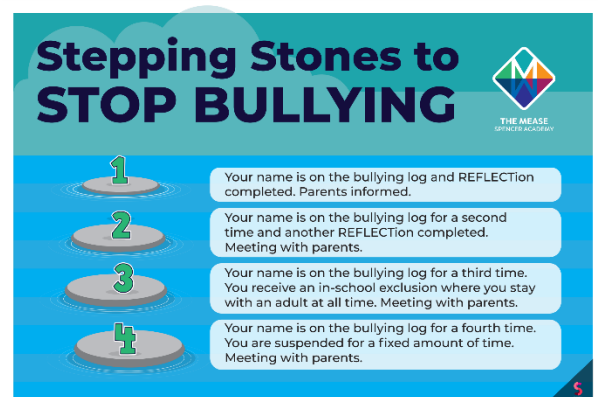
Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Child on child' abuse can relate to various forms of abuse (not just sexual abuse and exploitation). The behaviour in question is harmful to the child perpetrator as well as the victim. Child on child abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. At The Mease, child on child abuse is treated very seriously as bullying and, as such, any instances of such behaviour will be dealt with in accordance with procedures outlined in this policy and other policies (see Child on Child Abuse policy). Both parties would be subject to support as appropriate.

2.3 Procedures for responding to bullying

Children are encouraged to actively seek support from school should they ever feel unsafe or anxious. We aim for parents to feel confident that their children are safe and are cared for in school and that any incidents that do arise are dealt with promptly and thoroughly. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

The following steps will be taken when dealing with incidents of bullying:

- Investigate the incident with all parties, recording all of the facts on a Bullying Form (appendix 2)
- When a decision has been reached, inform the children as well as their parents, following the steps on the Bullying Stepping Stones
- Complete REFLECT conversation and support where required with all parties: victim, perpetrator, bystanders



- Details of all incidents are recorded on CPOMS along with the Bullying Form.

3.1 Use of Reasonable Force

All school staff have the authority of the Principal and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Staff will endeavour to use techniques to de-escalate and diffuse situations as a first course of action.

Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

3.2 Banned Items

The 2014 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as: knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers/vaping items, fireworks, pornographic images, any article that is likely to be used to commit an offence, or to cause personal injury, or to damage the property of any person, chains, catapults, lighters, matches, tools (scissors, screwdriver, hammer, nails, craft blades, stanley knife, etc), pepper sprays and gas canisters, any item fashioned to cause injury i.e. a sharpened stick, shard of glass, laser pens, dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc), aerosol (including deodorant and hair spray), E cigarettes, stink bombs/smoke bombs/flares, solvents, chewing gum, energy drinks, super glue, needles (syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy, offensive material - pornographic, racist, homophobic, extremist material (in any medium), rope, cable ties.

Headteachers and authorised staff can also search for any item which has been identified as a banned item if it is thought that a child may be carrying it.

3.3 Use of mobile phones

Reception to Year 4 pupils are forbidden from bringing a personal mobile phone to school. If a child in these year groups brings a phone to school the agreed procedure is that this will be handed over to a member of staff who will send it to the office for safe keeping during the day. This can then be collected at the end of the day from the office by a parent. Parents will be informed that the school will not be held responsible for the security of a mobile phone brought into school unless they are handed to staff for safekeeping.

Pupils in Year 5 and 6 are permitted to bring a mobile phone to school, to support safety issues if they come to school independently. All mobile phones should be named and handed into the school office at the beginning of the day and collected at the end of the day. If parents want their child to bring a phone it is on the understanding that they agree with the following limitations on use, namely:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises.
- It is not permitted to film, photograph anyone on school grounds.
- The phone will be kept in the main office during the day.
- The school will not be held responsible for the security of a mobile phone brought into school unless they are handed/ sent to the office for safekeeping.
- Content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher when requested.

See separate guidance for further information.

3.4 Behaviour Beyond the School Gate

We have a long established expectation that our children's conduct beyond the school gates should reflect the values that we promote and present a positive view of the school within the community we serve. Reports of children behaving inappropriately outside of the school if this brings the academy into disrepute will be taken seriously and discussed with parents.

If the behaviour is criminal or poses a serious threat to a member of public, the police should be informed. In addition, the Principal will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, they would follow the Safeguarding Policy.

3.5 Transition

To ensure a smooth transition to the next year, we plan a programme of transition with their new teacher. 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.

3.6 Roles and Responsibilities

The Principal has overall responsibility for this policy and its implementation, ensuring all staff (teaching and non-teaching) understand its content. The Principal ensures that a climate of mutual support and respect is maintained and that all children know that bullying is unacceptable. The Principal will continually monitor the behaviour, including bullying (via Arbor and CPOMS), throughout the school, reporting to the Governing Body each term. Changes to the policy may well occur and these will be incorporated as necessary. The Principal, together with the school Safeguarding Team, monitor behaviour regularly in order to identify patterns, taking strategic action where necessary. School staff support all children, establishing an ethos of trust and respect for all through praising, rewarding and encouraging children in their successes and struggles and ensuring that the behaviour policy is applied consistently and fairly. Parents/Carers are an integral part of our school community. We endeavour to enlist the help and support of parents at all times in promoting strategies for improvement. Using Class Dojo enables open lines of communication with parents, enabling us to work together effectively.

3.7 Staff Induction and training

It is important that any new members of staff are quickly inducted into a school's approach to behaviour. Inducting a new member of staff goes further than simply giving them the policy and expecting them to get on with it. New staff will be given some dedicated time to have the behaviour policy explained to them and ask any questions they might have, as well as opportunities to observe experienced members of the team to see the policy being brought to life in the classroom.

Staff receive, at a minimum, annual CPD of our behaviour expectations at The Mease. In addition, Questions of the Week, linked to behaviour, are regularly visited.

3.8 Parents/Carers

It is important that our parents and carers fully support our approach to promoting excellent conduct. To this end we would invite our families to work on the presumption that if a professional has highlighted a concern regarding their child's conduct this will be a considered decision, taken in good faith to safeguard our children and to support their social and emotional development.

Throughout their time in our school children are learning to understand and manage their impulses, develop an understanding of social etiquette and recognise the importance of mutual tolerance and respect. It is a time when children develop through first hand experiences and by making mistakes - we consider these to be a vital part of their learning journey. Whilst a child may present a slightly different version of their conduct, reflecting their level of social and emotional development, it is essential that the high standards set by the school are supported at home. In

this way we can enable all of our pupils to become well-balanced, well-mannered and courteous citizens of the future.

3.9 Associated policies, resources and references

The positive behaviour policy operates in conjunction with the following policies:

- Child Protection and Safeguarding
- Health and Safety
- Teaching and Learning
- SEND
- Equalities

Resources and References:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

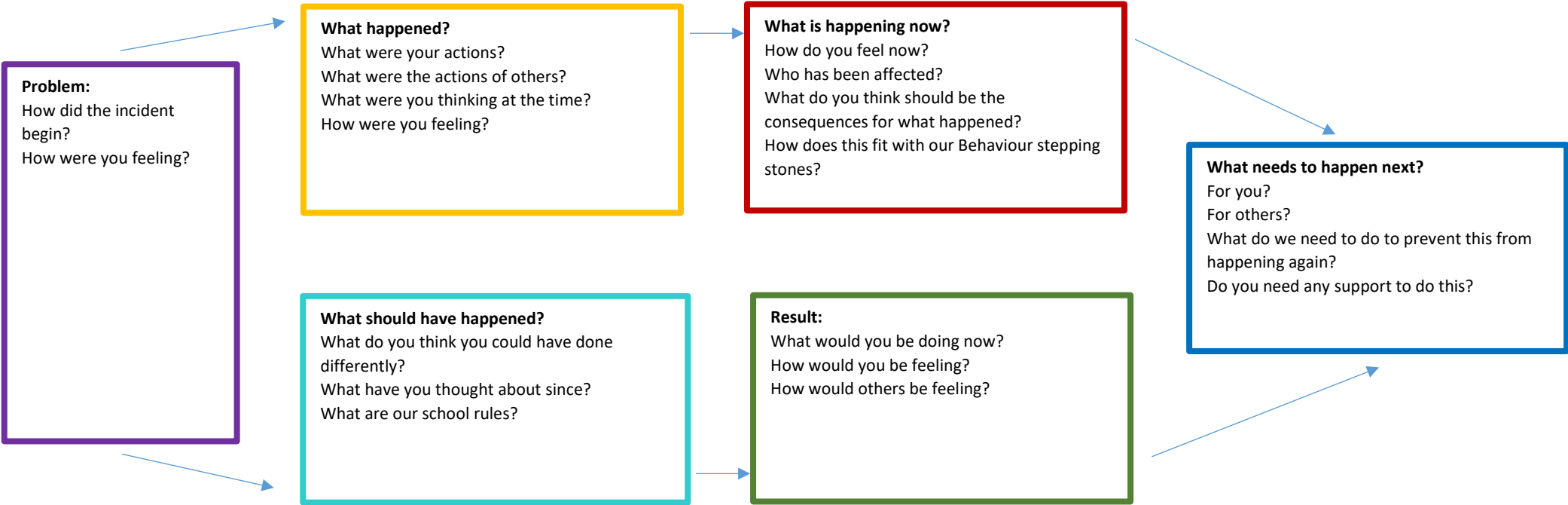
<https://anti-bullyingalliance.org.uk/>



REFLECT conversation

Appendix 1

Name:	Class:	Date:	Adult:
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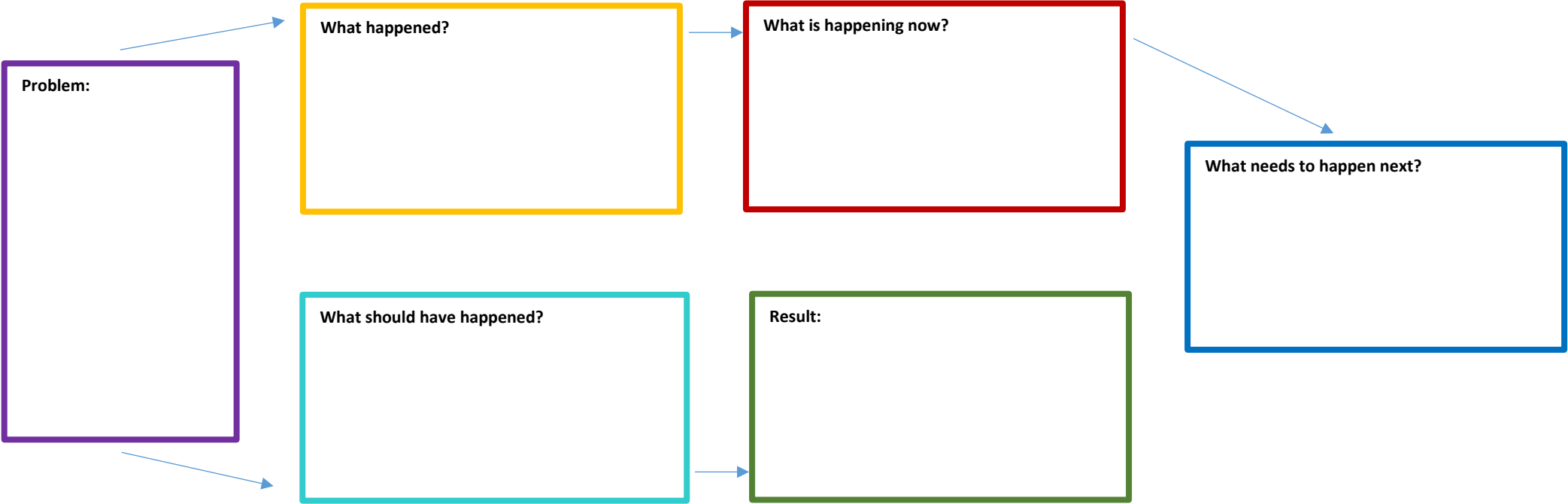
To be completed when the child is calm and is able to REFLECT on the incident that happened in discussion with an adult.
Questions to be used as a guide.





REFLECT conversation

Name:	Class:	Date:	Adult:
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The Mease Spencer Academy

ALLEGED BULLYING INCIDENT

Only complete this form if you are unsure whether the alleged incident is bullying.

Does incident constitute bullying?

(Press shift + p to tick)

☐ **Incident was bullying if all three below are confirmed**

- ☐ Hurt has been deliberately caused (physically or emotionally)
- ☐ It is a repeated incident/experience or involves a group
- ☐ Involves the imbalance of power
 - Target feels s/he cannot defend her/himself or
 - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc.)

☐ **Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on social networking site**

☐ **Incident was not bullying on this occasion because it was:**

- ☐ The first hurtful incident between these children
- ☐ Teasing/banter between friends without intention to cause hurt
- ☐ Falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ Conflict that got out of hand
- ☐ Activities that both parties have consented to and enjoyed





The Mease Spencer Academy

CONFIRMED BULLYING REPORT

Completed by:	Date:																																				
Focus of Bullying behaviour - tick (using shift +p) for those that apply: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">Definitely applies</th> <th style="width: 25%;">Possibly applies</th> </tr> </thead> <tbody> <tr><td>Age/maturity</td><td></td><td></td></tr> <tr><td>Appearance</td><td></td><td></td></tr> <tr><td>Ability</td><td></td><td></td></tr> <tr><td>Size/weight</td><td></td><td></td></tr> <tr><td>Class/Socio-economic</td><td></td><td></td></tr> <tr><td>Family circumstance (e.g. caring role)</td><td></td><td></td></tr> <tr><td>Ethnicity/Race</td><td></td><td></td></tr> <tr><td>Religion/Belief</td><td></td><td></td></tr> <tr><td>Gender</td><td></td><td></td></tr> <tr><td>Gender Identity/sexuality</td><td></td><td></td></tr> <tr><td>SEN/Disability</td><td></td><td></td></tr> </tbody> </table>			Definitely applies	Possibly applies	Age/maturity			Appearance			Ability			Size/weight			Class/Socio-economic			Family circumstance (e.g. caring role)			Ethnicity/Race			Religion/Belief			Gender			Gender Identity/sexuality			SEN/Disability		
	Definitely applies	Possibly applies																																			
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Gender Identity/sexuality																																					
SEN/Disability																																					
Manifestations of bullying (tick those that apply): <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tbody> <tr><td>Isolation/ignoring</td><td></td></tr> <tr><td>Teasing</td><td></td></tr> <tr><td>General expressions of prejudice/stereotype</td><td></td></tr> <tr><td>Verbal abuse or name calling (specify below)</td><td></td></tr> <tr><td>Targeted graffiti or hurtful note writing</td><td></td></tr> <tr><td>Threats including threatened physical assault</td><td></td></tr> <tr><td>Mobile phone/text message bullying/harassment</td><td></td></tr> <tr><td>Internet related bullying/harassment</td><td></td></tr> <tr><td>Actual physical assault</td><td></td></tr> </tbody> </table>		Isolation/ignoring		Teasing		General expressions of prejudice/stereotype		Verbal abuse or name calling (specify below)		Targeted graffiti or hurtful note writing		Threats including threatened physical assault		Mobile phone/text message bullying/harassment		Internet related bullying/harassment		Actual physical assault																			
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Those involved: Please also record where appropriate: - adults as targets or perpetrator's (At) or (Ap) - perpetrators from outside the school community (O) - children who are in care (CIC) or who have Special Educational Needs (SEN)																																					
Alleged victim's name:	Class: Age:																																				
Alleged perpetrator's name(s):	Class: Age:																																				

Summary of incidents: (Please specify who was involved, where and when the incident occurred and what happened during the incident. Include account of victim, perpetrator, parent/carer, witnesses.)

Action taken/how the incident was resolved:

Summary of those notified/involved (please tick):

Headteacher	
Class Teacher	
Deputy/Assistant headteacher	
Chair of Governors	
'Target' child parents	
'Perpetrator' child parents	
Local Authority	
Police	
Other (specify)	

Monitoring of individuals (check both are progressing well academically and socially):

Date 1:

Date 2:

Date 3:

Behaviour Contract



Name:	
Problem:	
Solution:	
Target:	

Monday		
	Playtime	
Lunchtime		

Tuesday		
	Playtime	
Lunchtime		

Wednesday		
	Playtime	
Lunchtime		

Thursday		
	Playtime	
Lunchtime		

Friday		
	Playtime	
Lunchtime		

Signed:

Date:

To be adapted as appropriate