



*Learning together, valuing all,  
enjoying and achieving*

POSITIVE BEHAVIOUR &  
ANTI-BULLYING POLICY

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Approved by Full Governing Body

Signed: Lauren Rigg Vice Chair of Governors

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## POSITIVE BEHAVIOUR POLICY

*“We need to relate to humanity with the children we are here to serve. Fundamental human rights mean that we use our power for and with children to help them to control themselves.” – Bill Rogers, 2020*

### **Introduction**

The Governors of North Lakes School have agreed to this Policy and as such, it applies to all staff, children, parents and our school community.

North Lakes School and its community share in a positive School Vision which states that we are:

*A caring school community, where everyone can grow, learn and adapt for the future to achieve personal success.*

Our School Mission is to be:

An inspirational and motivated team who are dedicated to:

- *Valuing and developing the personal character of all learners*
- *Ensuring high-quality teaching of a deep and rich curriculum*
- *Broadening horizons and widening opportunities for all ...through building strong relationships, and engaging all members of the community in a warm, diverse and inclusive environment.*

This Positive Behaviour Policy is a vital element in realising the school’s vision by creating and maintaining a safe environment for learning that provides the best possible opportunities to our students to learn, to gain skills and deepen their knowledge, and to grow in their understanding of the world around them.

### **1. Partnership with Parents and Carers**

The school aims to work in partnership with the home to build the self-esteem of children and to help them take responsibility for their behaviour choices and encourage the growth of responsible and caring individuals. We are committed to helping the children to succeed, and we work together with parents and carers to develop positive and supportive relationships that value and respect each member of our own community and the wider world.

All adults need to work in partnership to model, reinforce and support our expectations. Our relationships with each other model our expectations across our community. We invite parents and carers to be part of this through our open and respectful approach. All parents are asked to sign the Home/School Agreement annually, and in so doing, they agree to support this Policy.

### **2. Aims and Beliefs**

**Our key aim is for the children to learn to take ownership and responsibility for their own actions, and to help the children learn to regulate themselves.**

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

We believe that:

- The quality of teaching, learning and behaviour in school is inseparable, and the responsibility of all staff.
- Poor behaviour cannot be tolerated because it obstructs the children's rights to learn and teachers' rights to teach.
- Respect is essential to support positive behaviour; it must be given to be received. Parents and carers, pupils and staff **all** need to show mutual regard.
- children learn to manage their feelings, emotions and behaviour, and they learn to self-regulate at different rates; they need support, encouragement, teaching, and role modelling, which develops their self-awareness and self-regulation over time.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to any individual.
- The way we treat each other and how we value each other has a strong influence on personal development.
- The support and involvement of parents is essential for the maintenance of good behaviour.

It is the expectation that North Lakes School, in collaboration with parents and carers, will develop all pupils' personal and academic conduct to ensure the highest levels of self-regulation, self-discipline and self-reliance at all times, both inside and outside of school.

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child. Principles of restorative justice are used when appropriate, and staff, pupils and parents are encouraged to show forgiveness and promote reconciliation as we all seek to learn from our mistakes and build better relationships.

The policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs.

Behaviour approaches take account of the developing needs of the pupils. We recognise that the development of positive social, emotional and learning behaviours is at the heart of a child's success.

In North Lakes School, we use our understanding of social and emotional development and learning as part of our approaches to all learning and in our responses to behaviour. Our expectations, the rules that underpin them, rewards and reflections around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers containment and safety to all.

Expectations in behaviour and relationships need to be shared and understood by all members of the community. As a result, the school sets out its expectations on the pages that follow.

We have high standards and expectations, promoting respect for learning and the safety of all members of our community. Respect must be given to all, regardless of likes and dislikes. Everyone must be treated fairly and of equal value. Behaviour that undermines this is unacceptable.

- All staff will receive training in the delivery of this Behaviour Policy.
- All pupils will receive appropriate support to achieve the highest expectations of behaviour.
- Parents and carers and agencies will receive appropriate communication and liaison regarding pupils' behaviour to ensure the highest standards are attained and maintained.

### **3. Roles and Responsibilities**

School staff, pupils and parents should all be clear about the high standards of behaviour expected of all pupils at all times.

#### **Headteacher**

- It is the responsibility of the Headteacher to implement the School's behaviour policy consistently throughout the School and to support the staff to meet this objective.
- The Headteacher has the power to impose a variety of sanctions, as the consequences for unacceptable behaviour, including fixed term and permanent suspensions.
- The Headteacher is fully supported by the Senior Leadership Team, who oversees the practical application of the Behaviour Policy daily.

#### **Governors**

It is the responsibility of the Governors to:

- Oversee the Behaviour Policy and review the Policy on a 3-year basis.
- Support the Head Teacher in implementing the agreed policy.
- Support parents by ensuring that the Complaints Policy is upheld and any issues are addressed promptly.
- Follow the Governors' Code of Conduct at all times

#### **School staff**

Every member of staff has a responsibility to:

- ✓ Provide a broad, ambitious and enriching curriculum.
- ✓ Create a safe, inclusive and happy environment for all pupils.
- ✓ Model and encourage resilience, responsibility, kindness and respect.
- ✓ Maintain positive and effective communication with families.
- ✓ Promote excellent attendance and punctuality.
- ✓ Support "Strive for Five" daily reading.
- ✓ Encourage positive behaviour and emotional well-being.
- ✓ Value and respect our local community and encourage children to be neighbourly.









#### **To encourage and promote good behaviour amongst pupils, staff will:**

- Model exemplary behaviour;
- Apply the school's behaviour policy consistently and fairly;
- Consistently use positive body language, tone and gesture;
- Exercise relaxed vigilance at all times;
- Challenge unacceptable behaviour;
- Show self-regulation when speaking and working with children and all in the school community;
- Build pupil confidence and self-esteem through positive reinforcement;
- Treat everyone with respect;
- Avoid using sarcastic language;
- Follow guidance from the 'Restrictive interventions, including use of reasonable force for schools in England policy April 2026.
- Speak politely to each other;
- Recognise pupil effort and achievements regularly and celebrate success; working in partnership with parents through regular contact to help improve behaviour.

## Pupils








All pupils should learn to take ownership and responsibility for their actions.

They must:

-  Attend school every day, arrive on time and be ready to learn.
-  Wear their uniform with pride.
-  Show kindness, respect, resilience and responsibility.
-  Take part in all learning and engage in our exciting and enriching curriculum.
-  Complete homework activities and read five times a week (Strive for Five) as appropriate to their learning level and capabilities
-  Communicate positively and ask for help when needed.
-  Be inclusive and help make North Lakes a happy school for everyone.
-  Respect our local community and act neighbourly at all times.

## Parents

Our staff will ensure the parents are regularly informed of progress in learning and any behavioural issues causing concern. For the best outcomes, a positive partnership between home and school is essential. In line with the Home/School Agreement, we expect parents:

-  Ensure children attend every day and on time as required by the law.
-  Support the school uniform policy.
-  Encourage homework completion and daily reading (“Strive for Five”).
-  Communicate positively with school and engage with messages and meetings.
-  Reinforce positive behaviour, resilience and responsibility at home.
-  Encourage inclusivity, ambition and respect for others.
-  Help children value the local community and be respectful of neighbours.

## 4. School Rules

School rules are clearly defined. The rules are designed to protect children’s rights and promote their responsibilities, so as to create a safe and positive environment for learning. Kept simple, to aid recall, they are:

*The Golden Rule:*

- Treat others how they like to be treated

*Our Cool School Rules:*

- Respect others
- Keep people safe
- Help people to learn

## 5. Learning to Behave

The School aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between young people’s behaviour and their success in learning. It is the role of all staff to teach, to nurture and encourage pupils to gain a full understanding of socially acceptable and appropriate behaviour.

All staff will guide, teach and support children in learning and following the Personal Code of Conduct (see Appendix 1).

## **6. Rewards**

The successful management of behaviour and rewards is central to the School's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within the school and the community. Our approaches to rewards are set out in Appendix 2. These encourage and reward pupils who apply themselves and behave in a commendable way to support the ethos of the School as role models and to develop their own potential.

## **7. Unacceptable Behaviour**

Examples of unacceptable pupil behaviour and/or failure to comply with School rules can be found in detail in Appendix 3.

### **Actions of staff**

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour, remaining calm and assertive;
- Employ de-escalation strategies.
- Explain to the child which behaviour is unacceptable, referring to school rules;
- Always separate the behaviour from the child.
- Explain how the child could have behaved differently, modelling what they could have done or said;
- Always set new expectations, referring to the School Rules.
- Ensure support strategies are in place, and apply consequences if needed.
- Provide time/opportunity to reflect and make up.
- Record details using Behaviour Logs as appropriate
- If the poor behaviour is repeated, or if it is judged to be serious, the teacher is likely to escalate the incident to line managers in the School.

### **Support Systems for Pupils**

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in order to help the pupil improve their behaviour, such as target cards, Emotional Literacy Support Assistants, Decision-Making Skills, psychotherapeutic counselling and individual meetings. We also follow the guidance from Westmorland and Furness Councils 'Ordinarily available provision' document.

We recognise that many children need additional support due to interruptions in their emotional development, and we will work with parents and carers to address these needs.

### **Support for Pupils with Behavioural Special Educational Needs**

The Behaviour Log on CPOMS will be monitored regularly by the Headteacher, Special Needs Coordinator, Senior Leadership Team and, when necessary, class teachers, to look for emerging trends. At times, this may trigger a request for a meeting with parents. It may also lead to an identification of special emotional or behavioural needs, and the school will place the child on its Special Needs Code of Practice following discussion with parents.

The school, acting in partnership with the parents of the child concerned, will then draw up an Individual Behaviour Management Plan using formative assessment materials. Any Behaviour Management Plans will be designed positively, identifying specific and achievable targets in small steps to bring about improvement, and to reward good behaviour, over a given period of time. They will identify risks and ensure that adequate staff support and supervision are in place for vulnerable pupils to prevent triggers and promote positive choices.

If necessary, the school will undertake an Early Help Assessment in conjunction with parents/carers and may call upon additional expert support from Cumbria Children's Services Authority, such as a Behaviour Specialist Teacher or an Educational Psychologist.

Rules must be enforced consistently by all teachers and adults. At the same time, adults will always use their discretion and knowledge of pupils' emotional and behavioural needs to support the child's behaviour by using different approaches and strategies that are judged to be appropriate.

### **8. Consequences (Sanctions) for Unacceptable Behaviour Choices**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the School rules, or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006).

All staff have a duty to uphold high standards of behaviour. They will work, together with colleagues and school leadership, to apply this policy consistently according to their line management responsibility, for the safety of all pupils.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on educational visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers can confiscate pupils' property.

When poor behaviour is identified, consequences (sanctions) are implemented consistently and fairly in line with the behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. Consequences which staff may choose to implement are listed in Appendix 4.

### **Fixed Term External and Permanent Suspensions**

The Headteacher has the power to impose a fixed term or permanent suspension from the School.

The Headteacher will make this decision in line with this policy and taking into account all the circumstances, the evidence available, and the need to balance the interests of the pupil against those of the School. The Headteacher will have regard to the latest statutory guidance for suspension issued by the Department for Education.

- **Permanent Suspensions**

In line with DfE guidance, the Headteacher will permanently exclude a pupil:

- in response to a serious breach, or persistent breaches, of the School's behaviour policy by a pupil; and
- where allowing the pupil to remain in the School would seriously harm the education or welfare of the individual, other pupils (or staff) at the School.

Examples of serious breaches are listed as Level 3 Behaviours in Appendix 3.

- **Fixed Term Suspensions**

Fixed-term suspensions are also imposed for serious misdemeanours, but are not of the severity to warrant a permanent suspension. Fixed-term suspensions are not viewed lightly by the School and should not be viewed lightly by pupils or parents. A pupil accumulating numerous fixed-term suspensions runs the risk of being permanently excluded from the School in due course.

Examples of serious behaviours which could lead to a fixed-term suspension are listed in Level 2 (if repeated), and Level 3 Behaviours in Appendix 3.

Where similar behaviours occur at lunchtime, but not in the classroom, a **Fixed Term Lunchtime Suspension** may be imposed.

## **9. Pupils' Conduct outside the School gates – teachers' powers**

Pupils at North Lakes School have a responsibility to act appropriately outside of school hours, particularly on the journey to and from the School. Standards of behaviour outside of the School should be just as high as those expected inside the School, and we are legally entitled to discipline pupils for inappropriate behaviour occurring outside the School premises.

Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any School-organised or School-related activity; or
- travelling to or from the School; or
- wearing a School uniform; or
- in some other way identifiable as a pupil at the School; or
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the School; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the School.

Any inappropriate behaviour which occurs during School-organised or School-related activities, whilst travelling to or from the School, whilst wearing the School uniform or whilst in some other way identifiable as a pupil of North Lakes School is likely to incur the sanctions listed above.

Additionally, any inappropriate behaviour at any other time which could have repercussions for the orderly running of the School, which poses a threat to another pupil or member of the public or which could adversely affect the reputation of the School, may result in sanctions being taken against the pupil, including permanent suspension.

## **10. Searching and confiscation of inappropriate items**

The School has an obligation to manage the health and safety of staff, pupils and visitors to ensure that School discipline is maintained. This policy is consistent with DFE advice contained in “Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies”  
\*.

### **Searching with consent**

School staff can search pupils with their consent for any item. The School is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets, or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.

### **Searching without consent**

According to national guidance\*, staff may undertake a search without a pupil’s consent if there are “reasonable grounds for suspecting that a pupil has a prohibited item.”

Importantly, for the safeguarding of all parties, and unless in exceptional circumstances, any search without consent must only take place:

- When a witness to the search is present.
- With the search undertaken by a person of the same sex.

School staff can search without consent for “prohibited items” including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, and any item banned by the School rules which has been identified in the rules as an item which may be searched for. An indicative list of prohibited items is given at the end of Appendix 3.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to accept a consequence or sanction or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

*\*North Lakes School follows the national guidance on searching, screening and confiscation, set out here:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **Confiscation**

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives, and extreme or child pornography must always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies’.

## **11. Power to use reasonable force to regulate or restrain a pupil and Isolation**

In line with the government's guidance on Restrictive interventions including the use of reasonable force in schools (April 2026), staff at North Lakes School have the legal power to use *reasonable force* when it is necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing serious disorder. This means using no more force than is proportionate and only for the shortest time required, taking into account the pupil's age, needs and vulnerabilities. As the guidance states, "all members of school staff have a legal power to use reasonable force in certain circumstances" and this must always be the *least restrictive* option available.

The school may also use *seclusion* (isolation) as a safety measure, but only when a pupil is experiencing high levels of emotional or behavioural dysregulation and poses an immediate risk of harm. Seclusion is not a disciplinary sanction and must never be used as a threat or punishment. It involves keeping a pupil in a safe, supervised space and preventing them from leaving only until the immediate risk has reduced. As the guidance explains, seclusion "should only be used as a safety measure to protect others from harm... [and] the pupil should be supervised at all times."

All incidents involving reasonable force or seclusion will be recorded and reported in line with statutory requirements, and pupils and staff will be supported following any incident.

## **12. Forgiveness and Reconciliation**

Children learn to manage their feelings, to show more self-regulation, and make better choices as they grow and mature. Once an incident has been fully investigated, and consequences are put in place, the child needs to take responsibility for what they have done and the impact they have had on others. It is important that they are encouraged to make a genuine apology for the incident and to show a real change in their behaviour. Adults are role models for the children throughout this process, and it is important that once an incident has been dealt with, staff have restorative conversations with children.

## **13. Guidance on Use of Social Media**

North Lakes School greatly values the support of all families and carers who provide such fantastic children to work with. We aim to make every child's time in school a safe, happy, engaging and successful experience, and with the support of the community, we can achieve a great deal. If things do not go so well, the school still requests support and respect to solve any problems.

If parents ever have any concerns, they are welcome to come into school and talk to seek to find a way forward that helps the children. We urge families not to share any grievances or problems via social media, as this can so easily have a negative impact on relationships and on the situation concerned. Furthermore, adverse or inappropriate use of social media may hurt any formal complaint process. In the end, it is the children who suffer if communication breaks down, and so ideas, comments and feelings are always welcomed – please talk to the school!

## **14. Complaints**

If any parents/ carers have a concern about an issue in school, they are welcome to come into school to talk about this, and in the first instance, to meet the class teacher to discuss things. If the issue

cannot be resolved with the support of the class teacher, then an appointment should be made with the Headteacher to address the issue.

If it is not possible to resolve the situation informally, a Complaints Policy is available on the school website that fulfils the requirements of The Education Act 2002 (Section 29) for “all governing bodies to have a procedure to deal with complaints relating to aspects of the school, and any community facilities or services that the school provides.”

The Complaints Policy may be found here:

<http://www.northlakes.cumbria.sch.uk/formal-complaints-procedure/>

In order to avoid compromising or complicating any complaints process, parents are urged to avoid the use of social media and to respect confidentiality at all times.

## ANTI-BULLYING POLICY

This Anti-Bullying statement forms part of the school's Positive Behaviour Policy, because we believe that the promotion of positive behaviour is the most effective way to reduce the incidence of bullying within the school.

### 1. The School's Definition of Bullying

Bullying (including cyber-bullying) is behaviour that is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression and anxiety. It is as likely to affect learning as much as general pupil well-being. Bullying generally fits into one of two groups: emotionally or physically harmful behaviour. This includes:

- Name-calling- taunting, tormenting, mocking, making offensive comments, online or face-to-face.
- Physical violence- kicking, hitting, pushing.
- Intimidation- taking belongings, text messaging, cyber-bullying, gossiping, excluding people from groups, spreading hurtful or untruthful rumours.

Bullying can involve physical, psychological or verbal attacks, name-calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do.

Some forms of bullying are attacks not only on the individual, but also on a group to which he or she may (or may not) belong. Within the school, we will pay particular attention to:

- Racial harassment and racist bullying.
- Sexual bullying.
- The use of homophobic language.
- Bullying of pupils who have special educational needs.

Definitions of bullying vary, and individuals have different experiences, but in school, we consider bullying to be:

- **Repetitive, wilful or persistent (accidental or one-off incidents can be hurtful and need to be addressed, but may not constitute bullying).**
- **Intentionally harmful, carried out by an individual or group.**
- **An imbalance of power leaves the victim feeling defenceless.**

Bullying happens when a person is subjected to deliberate, repeated 'aggressive' acts over a period of time by another person or persons. It is a complex, subjective experience, and children can be both bullied and bullying at the same time.

As such, bullying is contrary to the school's positive behaviour policy and it is completely unacceptable. The school has a duty of care to its pupils, and under the Children Act 2004, is required to ensure that all of its pupils "stay safe".

**Bullying will not be tolerated.**

## **2. Preventing Bullying:**

### **“The Four Rs”**

The school supports the Cumbrian Anti-Bullying Approach named “The 4 Rs”. Children are introduced to this model for dealing with bullying, which encourages all members of the school community to:

- Recognise...
- Take Responsibility...
- React to...\*
- and report any incidents of bullying

\*In reacting safely to bullying, children are given four strategies to choose from. These are:

- Walk away (and report it)
- Talk to the victim (and build their confidence)
- Talk the Bully down (avoiding insults or aggression)
- Scoop the victim up (distracting people and taking the victim or the bully away from the scene)

The approach is designed to ensure that all members of the school are active defenders of any victim of bullying, and NOT mere bystanders. In all cases, children are urged to TELL an adult or a friend so that incidents are reported and can be acted upon.

The school is developing an online method for children who are worried about telling about bullying in person. Children will be able to raise a concern using class worry boxes, Google Classroom, and class emails to notify staff of any concerns. Such allegations will need sensitive investigation and cannot alone be used as evidence of actual bullying or to sanction pupils.

### **Other means to prevent bullying:**

- Staff and parents are asked to be vigilant at all times, to report any concerns, and to be aware of the insidious and often hidden nature of bullying.
- Any reports of bullying by pupils, parents, or staff will be treated seriously and investigated thoroughly.
- Assemblies will be used to share the school’s ethos and to raise children’s awareness of the importance and the seriousness of bullying.
- PHSE activities using the schemes SCARF and POL-ED will provide opportunities to create a safe space to explore issues of concern, explore relationships with adults and peers, strengthen and enhance the self-esteem of each member, address problems of relationships, anger and bullying, or develop a “Circle of Friends” to build supportive networks around vulnerable children.
- Children are encouraged to talk, to share their feelings, and to support each other, with systems such as Sanctuary Group, reading partners, and teammates.
- Pupils may need support in improved social skills - assertiveness, conflict resolution, stress management. Involvement of professionals may be sought to help children avoid becoming victims or (sometimes) perpetrators of bullying.
- Pupil Voice groups and the Mini Police are actively involved in discussions on this issue and has taken part in assemblies, as well as responding to children’s suggestions.

- The curriculum is used to identify and draw out aspects of bullying: issues of racism, intimidation, and persecution will be raised in History, SRE, PSHE, and Citizenship sessions, as well as in the choice of Literacy texts which are shared. Drama performances may be used to promote thinking and exploration of the issues involved. We also work with the Children's Policing Team, accessing support for whole class learning through the use of POL-ED and when necessary 1:1 interventions to support children early on before escalation of concerning behaviours.
- Periodically, or according to need, the school may undertake a confidential Anti-Bullying Questionnaire for pupils. The results will be followed up on and reported back whilst respecting confidentiality.

### 3. Dealing with Bullying

- All demonstrable acts of bullying will be dealt with immediately by a member of staff in accordance with the procedures set out in the school's Positive Behaviour Policy. Bullying is to be regarded as at least a Level 2 behaviour issue. It is essential that all parties see that the issue is taken seriously: inaction will be seen as condoning the behaviour, which is considered unacceptable under the school's duty of care.
- In response to an initial allegation, both the perpetrator and the victim will be interviewed by a member of staff, with a view to resolving the situation equitably. Witnesses may also be sought, discreetly and sensitively.
- A **warning** will be given as to future behaviour, and a logging of the allegation or incident will be made. If the incident is proven and serious, the parents of both the perpetrator and the victim of the incident will be informed and asked for their support. Appropriate sanctions in line with school policy may be used at this stage if deemed necessary.

If the warning is not successful, if the problem persists, **or** in the event of a clearly proven, more serious act of bullying, then...

- The pupils involved will be referred to the Headteacher. Sensitivity will be shown to the needs and feelings of the victim, but reconciliation will be sought, and sanctions will be imposed in line with the school's Positive Behaviour Policy. (See guidance notes, Appendix 5).
- The Headteacher will contact the parents of the pupils concerned, and an individual behaviour contract may be drawn up.
- The Headteacher may also decide to seek the assistance of external agencies.
- Where bullying is of a racist nature, we will report this as such on CPOMS.
- Instances of bullying towards teaching and non-teaching staff should be reported to the Headteacher or Chair of Governors, and LA procedures will be followed
- In the case of serious and persistent bullying, the Headteacher may deem it necessary to exclude a child for a fixed period of time, not exceeding five days.

### 4. Bullying Outside the School Gates

Schools are **not responsible for bullying that occurs off the premises**, but we know that bullying can occur outside the school gates and on journeys to and from school, and this will inevitably have an impact on any child's wellbeing and their learning and relationships in school. When possible, North

Lakes School pays for the employment of a member of staff to supervise as a “bus escort” on the public bus service in order to safeguard the well-being of pupils.

Where a pupil or parent tells us of bullying off the school premises, we will:

- Talk to pupils about how to avoid or handle bullying outside school.
- Talk to the supervisory staff and transport company about issues on the bus.
- Involve parents/carers and keep families involved.

## **5. Cyber-Bullying and Online Safety**

Bullying is equally unacceptable in any form, and to address the risk of online bullying, the school has clear expectations and practices, outlined in the Online Safety Policy (2025). See this policy for further details.

## **6. Evaluating this Policy**

We will evaluate our anti-bullying policy using the following measures:

- Monitor the number of incidents that are reported to staff over a given period
- Seek pupils’ perception of bullying in school through structured discussions in class time.
- Monitor the number of issues raised and compliments given that we receive from parents.
- Seek feedback from general children’s and parents’ questionnaires, and Anti-Bullying questionnaires

### **Links to other Policies:**

This Policy must be read in conjunction with:

- Home/School Agreement
- Online Safety Policy
- Staff Code of Conduct
- Staff Handbook
- Inclusion Policy
- Health and Safety Policy
- Child Protection Policy

## **APPENDIX 1: A CODE OF PERSONAL CONDUCT**

North Lakes School students have a reputation for kind, friendly, positive behaviour. We are proud of this, and to promote this further, we have introduced a Code of Personal Conduct, which sets the highest standards for all our pupils.

North Lakes School students and staff aspire to the highest expectations of conduct at all times and in all locations. Staff strive to be an impeccable model of conduct for the students and follow the same personal code.

It takes practice to reach these expectations. The more we practice exemplary conduct, the more likely it is that we will achieve these expectations, and exemplary conduct will become part of who we are.

The Code of Personal Conduct is based on seven pillars of personal capital: good manners, politeness, self-regulation, respectfulness, kindness, friendliness, and cherishing their own and others' right to learn.

This is lived out in the School through:

### **GREETINGS**

Always:

- Greeting adults with –“Good morning/afternoon, Mr/Miss ....”
- Enquiring after their well-being – “How are you?” “I hope you had a good weekend.”
- Thanking them if they enquire after your well-being, e.g., “I am very well, thank you– thank you for asking.” When asked how they are, students respond appropriately and say “thank you.”
- Greeting adults with a smile, looking them in the eye, and using a clear and confident voice. When greeting an adult for the first time in the day, students shake the adult’s hand.
- Bidding an adult farewell and with the words, “Good bye Miss/Mr, I hope you have a good afternoon/evening/weekend.” If the adult has taught them on that day, they will add, “Thank you for teaching me today.”
- Bidding adults farewell with a smile, eye contact, and using a clear and confident voice.
- Welcoming newly arrived visitors to the School – “Welcome to North Lakes School. I hope you enjoy your visit. Is there anything I can help you with?”
- Greeting visitors with a smile, looking them in the eye, and using a clear and confident voice.

### **MOVEMENT AROUND THE SCHOOL** Always:

- Moving around the school calmly and quietly and in straight lines.
- Standing up straight, with head up and a smile. Arms remain by the side, and hands are never in pockets.
- Ensuring that shirts are tucked in when inside the School or moving between buildings.
- Thanking anyone who opens a door for you.
- Saying, ‘You’re welcome,’ when someone thanks you.

### **IN ASSEMBLIES** Always:

Entering the hall for our assembly

- We care as we come in,
- We sit in our classes,

- We listen to or sing nicely to the music as
- We walk into our assembly.

In our assembly

- We track the speaker,
- Sit up straight,
- Listen carefully,
- Put our hand up to ask/ answer questions,
- Celebrate each other's successes.

Leaving our assembly

- We listen to the calm music,
- Sit nicely,
- Follow our lines out of assembly
- Walk calmly and quietly out of the assembly.

**IN CLASS Always:**

- Entering a classroom quietly.
  - Being ready to learn as quickly as possible.
  - Sitting up straight and tracking the speaker.
  - Appearing alert and interested.
  - Starting work as quickly and calmly as possible.
  - Using a clear and confident voice if asked to speak.
  - Apologising immediately if issued a warning.
  - Being respectful of the teacher, other adults, and other students.
- AND
- Never distracting another student from their learning.
  - Never wasting time.

**IN THE PLAYGROUND Always:**

- Moving into the playground calmly and quietly.
- Being careful not to hurt other students.
- Playing fairly.
- Being polite and always listening to adults.
- Taking turns.
- Being a good sport.
- Being friendly.
- Taking care of any student who is hurt.
- Taking care of younger students.
- Including others in their games.
- Shaking hands at the end of sporting games and saying, 'Well played.'
- Being a good loser.
- Being a good winner.
- Never, ever threatening, name-calling, or hurting another student.

## **WHEN PLAYING SPORTS OR REPRESENTING THE SCHOOL AT SPORTS & OTHER EVENTS Always:**

- Being polite and showing respect for others.
- Following our school rules at all times.
- Playing fairly.
- Respecting an official's decision.
- Being a good sport.
- Encouraging teammates.
- Being respectful of the opponents.
- Being a good loser.
- Being a good winner.
- Shaking hands at the end of a game and saying, 'Well played.'
- Thanking the officials and the opponents' coaches/teachers.
- Remember: 'For when the One Great Scorer comes to mark against your name, He writes – not that you won or lost - but how you played the Game.' - Henry Grantland Rice.

## **IN THE DINING HALL Always:**

- Always lining up calmly, waiting patiently and never pushing in.
- Ignoring those who push in and remembering that, 'the greatest revenge is not to be like that person.' – Marcus Aurelius.
- Thanking the adult who serves the food.
- Remaining seated when eating lunch.
- Talking in a quiet voice during a meal, and never speaking with your mouth full.
- Talking to your neighbours on your table only, whether you know them or not, and not talking across tables.
- Using the knife and fork correctly.
- Placing your knife and fork together in the 6.30 position on the plate to indicate that you have finished your meal.
- Leaving the table quietly and calmly when finished.
- Saying "Excuse me," when leaving the table.
- Removing all of your plates, bowls and cutlery from the table.
- Removing any cutlery, plates or bowls that have been left on the table.
- Making sure your chair is straight.
- Thanking a member of the catering staff for your meal when leaving the dining hall.
- Ensuring your empty plate and cutlery are stacked neatly.
- Thanking any students helping with clearing.
- Leaving the dining hall calmly and quietly, through the main exit.

We show excellent conduct outside the School by:

### **WHEN IN UNIFORM**

- Remembering that a student wearing the School uniform is representing the School and aspires to display exemplary conduct at all times.
- Remembering that any student who does not uphold the expectations of the School lets the whole School down.

### **WHEN OUT OF UNIFORM**

- Remembering that a true North Lakes student is a North Lakes student, whether they are wearing the School uniform or not and whether they are in the School or not. They display exemplary conduct at all times because that is who they are.

## APPENDIX 2: REWARDS FOR GOOD BEHAVIOUR CHOICES

Staff employ a range of strategies to **support positive behaviour** continually. These include (not an exclusive list):

- Non-verbal approval (a smile, thumbs up, etc)
- Verbal approval/ acknowledgement – specific praise
- Positive encouragement – private or public
- Team point(s)
- Golden tickets
- Raffle tickets
- Smiley faces/stars/ stickers, etc
- Positive written comments
- Send to colleagues for praise
- Send to Headteacher for praise
- Share success with parents
- Display children's work
- Invitation to carry out a special responsibility or role

### **Praise**

Children must be given regular and specific praise for good behaviour, always explaining why this is valued. Good behaviour should be shared widely and recognised by other children, adults and senior staff in school.

### **Team Points**

We will receive team points for

- Following the school rules
- **Golden Tickets** from staff (5 team points)
- Applying the 5 Rs in our learning: Resilience, Relationships, Risk Taking, Resourcefulness and Reflectiveness.
- Each half term, the winning team has its colours on the Team Point Trophy and will have the opportunity to come to school in non-uniform.

### APPENDIX 3: UNACCEPTABLE BEHAVIOUR & PROHIBITED ITEMS IN SCHOOL

Unacceptable behaviour is any behaviour that breaches the School Rules. This behaviour is classified in three levels of severity, as follows:

Level One	Level Two	Level Three
Not on task, wasting time, avoiding learning	<b>Any persistence of Level One behaviour</b>	<b>Any persistence of Level Two behaviour</b>
Disrupting another child, chatting repeatedly in class	Deliberate non-completion of tasks, refusal to work	Major disruption of class activity
Distraction, interruption of activities, calling out, attention-seeking behaviour, cheekiness	Rudeness to staff, arguing with staff	Physical assault on other pupils/ staff  Sexual abuse or misconduct
Answering back, showing a lack of respect to others/ adults/ visitors, insolence	Defiance, refusal to cooperate with instructions from staff	Unprovoked physical assault: hitting, kicking, fighting, biting etc.
Negative body language	Stealing - opportunist, unplanned, minor items	Any act of aggressive violent behaviour, with intent to cause harm
Not responding to instructions: uncooperative behaviour	Taunting, tormenting others: persistent name calling	Proven incidents of bullying behaviour, i.e.: repeated, deliberate, and unfair
Spoiling others' games, cheating	Direct verbal abuse; swearing at others including cyber abuse	Stealing – premeditated, deliberate; Extortion
Telling lies/ untruths to get others into trouble	First incident of/ unintentional racist / sexist / homophobic / discriminatory comments.	Deliberate or repeated intimidation / verbal abuse / racist / sexist / homophobic abuse
Teasing others, name calling, talking behind others' backs	Repeated swearing or use of known offensive language	Abuse/threatening behaviour towards staff/parents/adults
Using inappropriate, offensive or disrespectful language. Swearing under breath.	Threatening behaviour, pushing, barging others.	Dangerous refusal to obey instructions
Unsafe movement/ behaviour around the classroom/school: running indoors, pushing in or hindering others	Act of violence in retaliation to others – kicking out, fighting, spitting, hitting back etc	Supply of an illegal drug, misuse of an illegal drug, including legal highs unauthorised by the school
Play fighting, dangerous rough play, over-boisterous behaviour	Deliberate, persistent or malicious lying	Leaving the school premises without consent
Accidental damage to school /others' property through careless behaviour	Graffiti, minor vandalism	Deliberate vandalism of school or others' buildings/ property
Breach of school uniform policy, eg wearing nail varnish, long earrings, jeans, brightly coloured trainers.	Deliberate destruction of another's property or learning. Or hiding others' property.	Carrying or bringing a "prohibited item" or offensive weapon to school (see list below)
Deliberate poor table manners	Deliberate repeated breach of the school uniform policy	Making deliberate false or malicious allegations against staff
Inciting or encouraging others in poor behaviour	Throwing, spitting food	Engaging in radicalisation or terrorist activity

### **Prohibited Items in school:**

The following items are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to Level 3 sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs, or unauthorised "legal highs"
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Electronic cigarettes and vaping devices
- Pornographic images (including those found on mobile devices)
- Stolen items
- **Any article** that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

## APPENDIX 4: SCHOOL RESPONSES TO UNACCEPTABLE BEHAVIOUR: SANCTIONS & CONSEQUENCES

All pupils must learn to take ownership and responsibility for their actions. In the event of a pupil choosing to make a poor behaviour choice, staff have a range of strategies:

Strategies in response to poor behaviour		
Level One	Level Two	Level Three
<i>Contact with parents and recording on CPOMS Behaviour Log at the teacher's discretion</i>	<i>All Level 2+ incidents must be recorded in on CPOMS Behaviour Log MIS</i>	<i>Formal meeting with Headteacher (child)</i>
Praise for proximal good behaviour	"Level 2": Stay in for a full day of break times (15m Reflection time, then school community tasks)	Parents are invited into school for a formal discussion with the Headteacher.
Physical proximity	"Time out" working in a separate classroom	"Time out" with Headteacher supervision
Refocusing/diversions	Informal meeting/contact with parents, home/school feedback increased	Involvement of PSA/ Police/ other agencies
Descriptive Cue, Directive Cue	Taking work to finish at home	Behaviour contract set up, with Report Card, supervised by Headteacher and involving all parties positively.
Imperative question: what is our rule for...?	Sharing of information with other staff	Permanent withdrawal of extracurricular privileges (eg clubs, sports events, residentials, Sch Council), loss of choice of activity, at the discretion of staff
Reminder of School Rules	Temporary withdrawal of extracurricular privileges, (eg clubs, sports events, trips, School Council), loss of choice of activity, at the discretion of staff	Internal suspension (out of class)
Simple directions with take up time		
Give a directed choice.	Visit to the Headteacher.	Suspension at lunchtime
Giving a <b>behaviour warning</b> of a consequence	Isolation from other children at a separate table, in or out of the classroom and at lunchtime	Fixed-term suspension
"Take 5" - 5 minutes Reflection Time at break.	Target Cards, in support of behaviour targets, may be used to support a rewards-based system, linking home and school. This approach, used for children with SEND, may also be helpful as a short-term rewards system for others at the teacher's discretion.	Permanent suspension
"Take 10" – 10 minutes Reflection Time at break.		
"Take 15" – full break time of Reflection Time.		

**It is important to remember that Reflection Time is not an automatic response to poor behaviour- this is one of a range of consequences, and may not be necessary if other positive strategies are used earlier- see the table above.**

### **Withdrawal from the Playground**

If a child's behaviour is repeatedly aggressive or defiant on the playground, then at the discretion of the Headteacher/SENCO, and **following** the appropriate sanctions, the child may be referred to the Sanctuary Group. The purpose of the group is to build children's resilience, relationships and self-esteem. It also removes unacceptable behaviour from the playground and protects other children from any aggression. The referral may be accompanied by a referral to outside agencies for additional "Early Help Assessment".

Referrals to the Sanctuary Group will be made based on evidence in the Behaviour Log. If children have had repeated "2<sup>nd</sup> Red" sanctions, which have not impacted on behaviour, children will be removed from the playground.

If the children have identified social and emotional needs they may also be supported by the provision of direct supervision on the playground or in competitive situations, so as to prevent triggers to behaviour, and to learn to manage their feelings more effectively.

### **Withdrawal from Privileges and/or Extra Curricular Opportunities**

When children are elected to represent the school in extra-curricular events such as sports tournaments, choir performances, etc., then they are seen as "ambassadors" for the school and their behaviour should be of a standard which the school expects. They then have a responsibility to show behaviour that supports the ethos and expectations of the school.

Children will not be selected for extra-curricular events when their recent behaviour in school (within a six-week period), has been unacceptable, and, for example, they have received a 2<sup>nd</sup> red sanction.

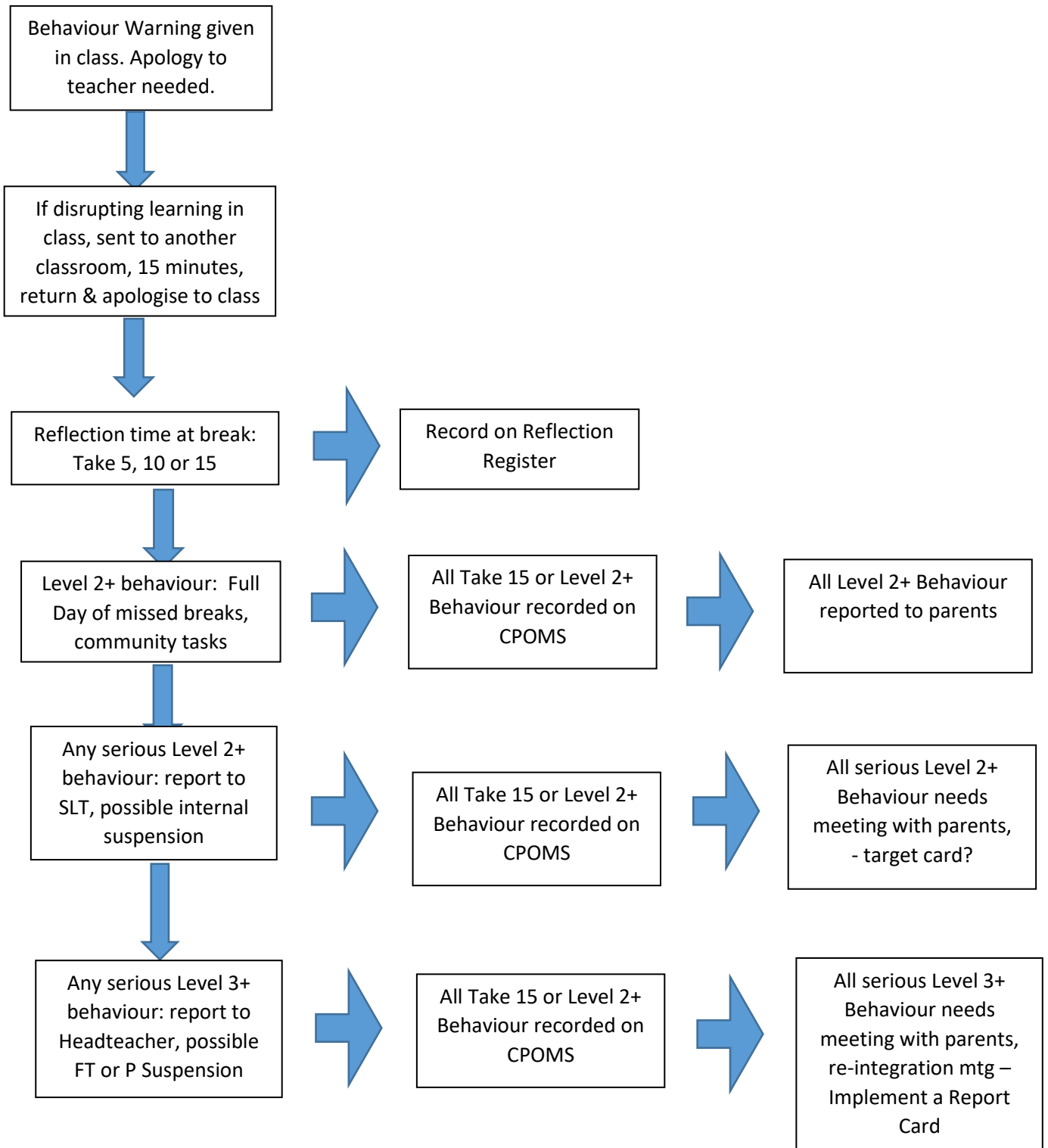
The decision to ban any child from an extra-curricular event is at the discretion of the Headteacher, having taken into consideration the views of the class teacher, SENCO, and parents/carers.

### **Withdrawal from School Visits**

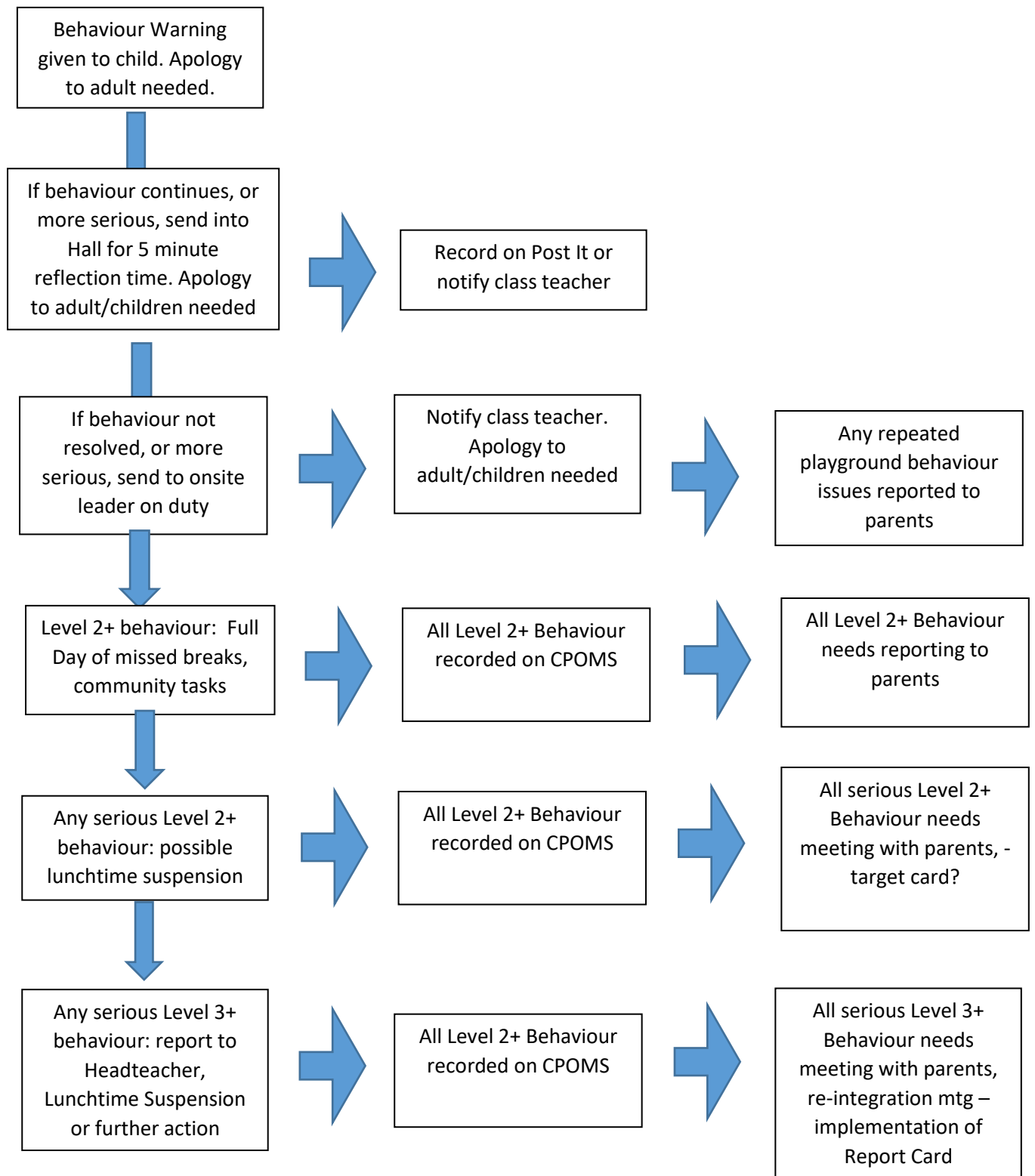
For other school visits, for example, swimming, field trips, city/ museum/ theatre visits, outdoor days, residential, etc., staff are required to carry out risk assessments. If, in consultation with the Headteacher and SENCO, a child's behaviour is considered to be dangerous and constitutes a risk to either their own or others' safety, which cannot be reasonably managed, then the child may not be permitted to join the event, on one or more occasions.

**APPENDIX 5: FLOWCHARTS OF BEHAVIOUR CONSEQUENCES (SANCTIONS)**

**CLASSROOM BEHAVIOUR**



## PLAYGROUND BEHAVIOUR



## **APPENDIX 6: SCHOOL UNIFORM**

North Lakes School expects all pupils to wear the North Lakes School uniform at all times during the school year. This is to ensure that all pupils are smart, tidy and ready to learn. If our pupils have a positive attitude to their learning, they will make better progress, and a school uniform helps with this, as a sign of belonging and a visual expression of our standards.

The uniform has been kept simple, and for convenience can be purchased from two shops in Penrith. Parents are expected to send their children to school correctly dressed, and we ask that you inform us by telephone or in writing if, for any reason, the appropriate school uniform cannot be worn.

<b>BOYS – Uniform</b>	<b>GIRLS - Uniform</b>
Black or grey plain trousers/shorts – no jeans	Black or grey plain skirt of appropriate length/ trousers/ leggings/ shorts – no jeans
White polo shirt	White polo shirt Purple “gingham” checked summer dress
Purple sweatshirt with school logo	Purple sweatshirt/cardigan with school logo
Safe, black shoes or plain black trainers (totally black with no highlighted designer logo)	Safe, low-heeled, plain black shoes or trainers Sensible tights/socks may be worn in school colours
A black North Lakes School fleece with logo is available (optional)	
Tracksuit bottoms with stripes, wording or logos are unacceptable. Plain track suit type bottoms without elasticated bottoms may be necessary for individual children.	
Wellies are advisable in winter on very wet, snowy or muddy days.	
<b>PE Kit</b>	
Plain black or navy shorts, leggings or joggers	
White t-shirt (embroidered with team name)	
Black pumps/trainers for indoor use	
Trainers for outdoor use	
Plain, sensible dark track suit for outdoor use in cold weather	

The school office provides every child with a water bottle and pencil case.

**We ask that all school clothing, including outdoor clothing and PE kit, be very clearly labelled with your child’s name.**

### **Jewellery**

North Lakes School has a policy of no jewellery in school. Pupils may wear a single pair of stud earrings that they must be able to remove for PE and games lessons. No other jewellery may be worn to school, although pupils may wear standard watches. Earrings and watches must be removed for PE/games lessons and swimming.

Parents who wish their child to wear jewellery in keeping with their religion/ ethnicity should contact the school directly to discuss the individual requirements.

Do not allow your child to have pierced ears if they are unable to take earrings out and put them in easily.

Only have your child’s ears pierced at the beginning of the summer holidays, so they do not miss any PE lessons – **thank you!**

## APPENDIX 7: BILL ROGERS' POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES

### **Key Principles:**

Our values and our practices dictate how we manage behaviour and learning.

“We need to relate to humanity with the children we are here to serve”

“Fundamental human rights mean that we use our power for and with children to help them regulate themselves”

We DO NOT use our power to regulate others. It is not about exercising or enjoying power for its own ends.

We can't regulate the children's background, but we can provide a safe, sane and secure environment. But do not revictimise the child, and explain away their behaviours.

We have a responsibility to protect the children's rights and enable them to enjoy them.

Draw up a social contract – (school/class rules) - our rules protect our rights, and enable our rights to be enjoyed:

- Keep people safe
- Respect others
- Help people to learn

Respect is unconditional. It is about your actions toward others, not whether you like someone. Certainty, not severity: clear rules and shared expectations, rules and posters

Bill's approach is to

- Raise behaviour self-awareness
- Engage children's ownership of their behaviour, in the context of our agreed rights and responsibilities

Do not say good morning or good afternoon until the children have settled, to show necessary respect.

Calmness is carried by the adult in the room. Convey assertive calmness

Be assertive and morally based. Do not need to be aggressive. Take the least to most intrusive approach.

Do not service the secondary behaviour and reinforce it, which makes it worse.

We need the same values and responses throughout the school day – we are always on duty...

On the playground are we...

- Non vigilant (jaded, characteristic)
- Relaxed vigilance
- Overly, manically vigilant (regulating, punitive and intrusive)

## **Behaviour Management: Bill Rogers Positive Correction Strategies**

### **POSITIVE CORRECTION:**

Working with children is an emotional job.

Adults can operate from the gut, or the head... try to engage the brain!!

### **CHILDREN NEED TO...**

- **Own their own behaviour**
- **Respect the rights of others**
- **Develop a positive self-esteem**
- **Build workable relationships**

### **TEACHERS NEED TO...**

- **Choose the language of corrections**
- **Select the best strategy**
- **Manage the correction in the least intrusive way**

### **CHILDREN HAVE THE RIGHT TO...**

- **Learn**
- **Be safe**
- **Be treated with respect**

These are the basis of our school rules:

### **tone and gesture**

So important in building and maintaining positive working relationships.

### **PAUSE DIRECTION**

"Name... .. Looking this way and listening, thanks"

### **USE THANK YOU... Walking thanks; Listening thanks...**

Say Thank you but NOT Please.

### **Give a choice....**

- **before a warning....**
- **before you give an option for an in-class consequence**

### **CHOICE DIRECTION**

"If you continue to do this, this will be the result..."

### **TACTICAL IGNORING**

Focus on the primary behaviour and avoid the secondary behaviour

### **DISTRACTING AND DIVERTING**

"Name... .. see you for a moment"; turn body away and allow take up time

Walking away enables the children to save face, so they are more likely to conform.

### **PARTIAL AGREEMENT**

"Maybe you were, but I want / I'd like you to..."; turn body away and allow take up time.

### **WHEN THEN DIRECTION**

“When you have done this, then...”

### **IMPERATIVE NOT INTERROGATIVE QUESTIONS**

Avoid “why are you doing that?”; say “WHAT are you supposed to be doing?”

### **DO USE IMPERATIVE QUESTIONS**

- What is the right way? What rule do we have?

DO NOT use interrogative responses to poor behaviour...

- Why are you doing that? Can't you see I'm trying to teach?
- Can you please stop talking? Can you please sit down?

### **DESCRIPTIVE CUE, DIRECTIVE CUE...**

I can see that you are... What is our rule about...

### **RULES AND REMINDERS**

“What is our rule about...?”

“Name... you know our rule for this...”

### **TAKE UP TIME**

Avoids unnecessary confrontation.

### **COOL OFF TIME**

A Reflection opportunity

### **USE ANGER TO REGULATE**

“LOOK! I'm angry about...” Choose what you are angry about. Be the Adult.

Distinguish between the behaviour and the child.

### **PRIVATELY UNDERSTOOD SIGNALS**

Signals can be given for sit down, 4 legs on floor, quieten down (close fingers, cover mouth), turn volume down.

### **REPAIR AND REBUILD**

Forgive, move on; Always go back, make the effort to rebuild.

“Good to see you back, how's it going?”

Empathise, put in support, set future expectations.