





BEHAVIOUR/ANTI-BULLYING POLICY

Date Reviewed	11 th December 2025
Signed Headteacher	
Signed Chair of Curriculum & Standards	
Date Revised	Autumn Term 2026

- If behaviour continues to be excellent, in terms of actions or learning behaviours, the child moves their name to silver; children are then rewarded with a silver sticker to acknowledge the achievement.
- Exceptionally good behaviour results in the child's name being moved into the GOLD zone.
- If a child's name features in the GOLD zone they are awarded a large, gold sticker which lets everyone know they have received a 'Gold Award'.

Sanctions

- If children display negative behaviour they should be given verbal prompts by the teacher
- Expectations will be made clear and positively reinforced
- If the negative behaviour is repeated despite regular and fair reminders their name should be moved down to the ORANGE zone on the rocket
- Every opportunity will be given to quickly move back in to the YELLOW zone of expected behaviour.
- If there is a repeat of the negative behaviour their name will be moved down to the RED zone which could result in being sent to the Year Group lead or the Headteacher to explain their actions.
- If negative behaviour persists or a serious incident occurs the child should be sent to the Headteacher or Deputy Headteacher. If appropriate a letter or phone call home is made to inform parents.
- Persistent or extreme breaches of the behaviour policy are dealt with in line with the Local Authority guidelines and, wherever possible, in partnership with families.
- Some children may need an individualised and adapted approach to the school systems to acknowledge smaller positive steps. But the overall aims remain the same.

Behaviour Logs

- Behaviour logs are used to record both positive and negative behaviour.
- Class teachers make the decision when there is a need for the behaviour to be recorded. Emphasis is given to a recurring negative behaviour where prompts, reminders and positive behaviour management has not been successful.
- Logs will include situations such as, where there has been a continuation of low-level disruption, physical incident or where a child has been parked in another classroom for reflection time.
- Where appropriate, safeguarding concerns will be logged on 'My Concern'.
- Restorative conversations and emotion coaching will be used to help children identify and regulate their own feelings and how their actions impact on others.

If a teacher has a concern about a child's behaviour this will be discussed with the appropriate staff, the child and parents or guardians and a plan put in place. Attention will be focused on the root cause of the poor behaviour. The Inclusion Manager may be involved in this process and an Individual Provision Plan will be considered. This will be reviewed termly and a referral to outside agencies will be made when appropriate.

Serious Incidents

Behaviour of a violent, physical, severely disruptive nature, verbally abusive, sexually abusive or of a racial nature will be dealt with immediately by the Headteacher or Deputy Headteacher. The child's parents will be contacted by telephone, letter or in person on the day of the incident and asked to see the Headteacher or Deputy Headteacher as soon as possible. Serious incidents will be logged on My Concern, the electronic safeguarding system.

If deemed necessary a suspension (previously known as a fixed term exclusion) from school may be given to provide a clear message that the behaviour displayed at school is unacceptable. A suspension from school could be for part or all of the school day.

In circumstances where there has been a serious incident or persistent unacceptable behaviour, or where allowing the child to remain in school would seriously harm the education or welfare of other children or staff, a permanent exclusion from school would be considered. A permanent exclusion from school would mean that the child would no longer be allowed to attend the school. Decisions around suspensions and permanent exclusions from school would be considered in line with the school Exclusion Policy, BCC Local Authority Guidance, DfE Exclusions Guidance (Sept 2022) and where applicable, SEND code of practice.

Positive Physical handling

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the

If bullying is suspected it should be immediately reported to the child's Classteacher and Headteacher (in the absence of the Headteacher the Deputy Headteacher). This will result in dialogues between school (led by SLT), the children involved and their families. Together we aim to investigate any incidences and agree an action plan, which will include restorative conversations to resolve and reassure parties involved. Part of the action plan will include educating the child demonstrating bullying behaviour about the impact of their actions. Parent Carers will be involved in this process and consistency between home and school sought wherever possible.

Where it is deemed necessary a period of monitoring may be decided where the relationship between the children will be monitored by staff through all parts of the day (including lunch time supervisors). During this time, the alleged bully may be told that we are monitoring their behaviours. Evidence will be gathered for between 1 and 4 weeks before reporting back to the alleged victim and/or parents of the alleged victim. If the monitoring does not provide sufficient evidence to suggest that bullying is taking place, the concern will be left open for between 1 and 3 months to see if any additional evidence is received.

All incidences and allegations of bullying are recorded on our safeguarding platform.

Possible actions for relational conflict and friendship issues

If the monitoring provides evidence that relational conflict or friendship issues are the root of the problem, staff will liaise with the pupil, parents or carers and the pastoral team to offer the necessary support. This may include, but is not limited to:

- restorative justice
- emotion coaching
- circle of friends
- 1:1 check ins
- support to develop other friendships
- Inclusion in nurture groups

All incidents and allegations will be recorded on our safeguarding platform.