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BEHAVIOUR & ANTI BULLYING POLICY DOCUMENT

	Date	Signed
Agreed By Governors	**Autumn 2026**	**Chair of Governors**
Lead	**Governors**	
Next Review Date	**Autumn 2027**	

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1. Introduction:

The purpose of this policy is to outline our high expectations for exemplary behaviour; a skill that we are all committed to learning in our school.

In our school, behaviour is a positive word that describes how we all learn to thrive as an individual, as part of a team and within the wider community.

We are committed to ensuring that our pupils are given time to grow and, along the way, are supported in developing strategies which enable them to manage themselves in an empowering way.

This policy will outline the support systems we provide that will equip and guide our pupils to achieve this.

We have also developed this policy to enable us to fulfil our vision:

We are a welcoming and nurturing primary school where the feeling of being part of a 'family' is created. We have a pupil-centred approach and believe that a happy pupil is a successful one. We are committed to providing a positive and engaging environment for every pupil to learn and one where everyone is valued. We aim to inspire our pupils to be curious, articulate, confident, independent and resilient young people. We promote a sense of high academic expectations alongside enhancing our children's social and emotional skills. Our vision is for every pupil to flourish; to enjoy their learning, achieve their full potential and become independent life-long learners.

2. Whole school approach to behaviour:

As a school we understand that to maintain high standards of behaviour our school requires a consistent approach. Our expectations for exemplary behaviour are shared and valued by the whole school community. It is everyone's responsibility to promote every pupil's emotional, intellectual and physical development.

3. Curriculum:

We create a learning environment where we share and guide our pupils to know how to behave, communicate and learn in a way that promotes safety and empowerment to themselves and those around them. This is taught throughout our curriculum and modelled in all that we do. To further support our pupils, we use the 'Zones of Regulation' resources which support children to recognise and manage their emotions and to put into the practice the strategies they have been taught, through the programme, to self-regulate and make positive choices.

4. Roles

The Role of School Leaders:

- To ensure the implementation of this policy.
- To provide training for all staff which includes the induction of new staff to the school in ensuring they understand the behavioural expectations and how these are achieved.
- To put in place systems to ensure consistency and enable staff to promote, manage and support behaviour across the school.
- To be visible.
- To create a culture where the whole school community feels safe and supported.
- To monitor through school recording systems, observations, reviews and feedback received.
- To review policies and procedures and make changes as and when required, drawing on notable practice from other education establishments and professionals.
- To provide any additional support to a pupil when required including seeking advice from outside agencies.
- To build and maintain positive relationships with parents, carers and governors.
- To keep parent and carers up to date with their pupil's behaviour and to celebrate their pupil's achievements.

The Role of Teachers and Staff:

- To embrace the whole-school approach to behaviour.
- To model positive relationships.
- To teach and model the expected behaviour.
- To create a culture of safety, openness and trust.
- To enable pupils to identify the range of emotions they may experience.
- To model and refer to the 'Zones of Regulation' to support children in managing their emotions and behaviour.
- To teach pupils how to take ownership and be responsible for their behaviours.
- To be consistent and for all staff to respond to all pupils positively.
- To investigate the cause of any behavioural outburst so that appropriate support can be provided.
- To appreciate that all pupils will be at different stages in their development.
- To build and maintain positive relationships with parents and governors.
- To keep parents and carers up to date with their pupil's behaviour and to celebrate their pupil's achievements.
- To support new pupils, mid-phase arrivals and their families to understand the school's behaviour policy and culture.
- All staff are committed to ensuring that the Pupils and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

The Role of Pupils

- To learn and apply the school behaviour policy, expectations and the school rules.
- To build awareness of how they can contribute positively to the culture of the school.
- To learn how to express, with kindness and respect, feedback to staff and leaders on the school's behaviour culture.
- To learn and apply the strategies taught through the 'Zones of Regulation.'
- Through their developmental stages, expand their understanding and learn how to behave in a safe and considered way throughout their daily school life.

The Role of Parents / Carers

- To be familiar with the school's behaviour policy.
- To take part, where possible, in school life activities and embrace opportunities to become an integral part of the school's culture and become part of the community.
- To work positively and in partnership with the school.
- To share valuable feedback with the school.
- To feel welcome in school to discuss their child's progress.
- To work collaboratively alongside teachers in supporting their child's behaviour.

5. Behaviour Expectations

We expect all pupils to be supported and educated to respect everyone socially and academically.

Our school rules are:

- Everyone has the right to feel safe.
- Everyone has the right to learn.
- Everyone has the right to do their job.

6. Behaviour Expectations for pupils Special Educational Needs and Disabilities (SEND)

We consistently and fairly promote high standards of behaviour for all of our pupils. Additional support and reasonable adjustments are made to ensure pupils can achieve and learn as well as possible.

7. Supporting the behaviour of pupils with Special Educational Needs and Disabilities (SEND)

We are an inclusive school and believe that all pupils can achieve and thrive both in and outside of the classroom.

We ensure that everyone feels that they are part of our school community.

We create a calm environment which will benefit pupils with SEND, enabling them to learn.

We have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to pupil SEND that are caused by our policies and practices.

We will assess each incident that involves a pupil with SEND and determine whether a pupils SEND has contributed to the behaviour and whether it is appropriate to initiate a sanction.

A graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

As a school we will seek to identify and anticipate likely triggers and ensure that reasonable adjustments are implemented as a preventative measure. These may include movement breaks, adjusting seating plans and adjusting uniform requirements.

We will ensure that all provisions set out in any Education, Health and Care plan (EHCP) are in place and we will co-operate with any outside agencies.

8. Friendships

We aim to develop confident and self-assured pupils that are happy in a range of different groups and scenarios. We understand that pupils are learning to develop positive friendships and that throughout this journey they may experience 'fall outs'. We will support pupils to overcome these by:

- Teaching pupils what a healthy and supportive friendship is.
- Teaching pupils how to communicate, speak and listen to each other effectively.
- Encouraging pupils to value how they and others are feeling.
- To understand that their friends enjoy playing with different pupils and playing other games.
- Teaching pupils the importance of compromise and supporting them to develop conflict resolution skills, including co-operation, empathy, compassion, resilience and respect.
- To encourage pupils to understand that we can have a range of different types of friendships and to know that it is not essential to have a best friend.

9. Responding to Positive Behaviour

Pupils are recognised for demonstrating our school values, upholding school rules and displaying positive attitudes. Staff recognise and share this with the community by:

- School Values certificate
- Ad hoc praise.
- Emails home to communicate praise to parents and carers.
- 'Special message' cards sent home.
- Stickers / earn 'hole punches'.
- Pupils sent to another member of staff or Head of School for an award.
- Tables points.
- Special awards / prizes.
- Class rewards
- MDSA's have stickers to give at lunchtimes.

10. Responding to Negative Behaviour

We understand that negative behaviour shows a pupil is not in control of their emotions. Staff will support each pupil to understand what is not acceptable and to learn the skills to overcome it. To achieve this, staff will praise the behaviour we want to see and do not focus on the undesirable behaviours. Occasionally, pupils will need support in managing their behaviour and

for the vast majority of the time, a gentle reminder is all that is needed. However, there are occasions when further steps are required.

To ensure consistency across the school the following steps will be followed and will be carried out with care and consideration, taking individual needs into account with 'take up time' being given in between each step. Staff will use appropriate language, tone of voice and body language.

We also recognise that some staff members may have close relationships with pupils; including their own children or family members. To ensure our approach to behaviour is fair, consistent and aligned with our school values, staff will not be involved in managing behaviour incidents involving their own child or close relative. In these instances, another colleague will take the lead, supporting clear professional boundaries and promoting impartiality for all pupils.

Steps for Responding to and Managing Negative Behaviour

Steps	Actions
1.Redirection	Gentle encouragement, a 'nudge' in the right direction.
2.Reminder	The adult makes the child aware of their behaviour and the learner has a choice to make the right choice. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.Last chance	Speak to the pupil privately, if possible, and give a clear verbal warning making the learner aware of their behaviour and clearly outlining the consequences if they continue. *"If you continue to…then…. (share the consequence with the child)"*
4. Sanction	➢ A short time out of the classroom. ➢ Completing a reflective task in their own time e.g. during break and lunch, whilst being supported by an adult. ➢ Removal of a privilege (e.g. taking part competitions, responsibilities and school trip) ➢ Taking the time to work with a member of staff to develop an understanding of their actions and how they can prevent a reoccurrence of this behaviour in the future.
5.Repair	Open, honest and restorative conversations to review the incident and determine the outcome. These can be one to one, as a group or a mixture of both. Key questions to ask to prompt the conversation: • **What happened?** • **Who has been affected?** • **How did this make others feel?** • **What should we do to put things right?** • **How can we do things differently in the future?**
6. Follow-up	➢ To make a pupil led apology / positive act to repair the impact of their behaviour ➢ Record behaviour incident on Arbor: Separate types of behaviour are listed and a level of severity is attached to each one ranging from 'Negative One' to 'Negative Five'.

	'Negative Level One' and 'Negative Level Two' will be addressed in school and monitored. Significant incidents that are recorded on Arbor as 'Negative Level Three' up to 'Negative Level Five' will require communication with parents. Parents to be inform parents at a time convenient for them. Persistent behaviour will be tracked and monitored via Arbor.

11. Support Following a Sanction

Support for the pupil could include:

- Intervention groups – Socially Speaking and Ginger Bear.
- Peer support.
- Social Stories
- Teachers will assess if the pupil's emotional and physical needs are being met and will adjust and support accordingly.
- Review any targets (including if the pupil has a Pupil Passport).
- Behaviour support plan.
- Meetings with parents.
- If the child has an EHCP, then early contact with the local authority about the behaviour issues would be appropriate and an emergency review of the plan may be required.

Support for the parents could include:

- Meeting with the class teacher, SENCo, Head of School or Executive Head teacher.
- Staff to share with parents the support being put in place for their pupil.
- Phone call or email at a later date to 'check in' with them and their pupil.
- School to pass on details for Suffolk / Norfolk Wellbeing services which parents can access.
- Multi agency support if required.

Support for the staff could include:

- Review of the incident and lessons learned.
- Skill assessment and training provided.
- Emotional support.
- Support plan.

12. The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

School leaders and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff are committed to, considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Confiscation of inappropriate items

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2022 DfE). The following items are prohibited from

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The school will hand any confiscated items back to the parent of the pupil at the end of the day. Note - Weapons and knives would be handed over to the police. Staff (two together) may search bags for inappropriate items if they have good reason to believe that a pupil is hiding an inappropriate item.

14. Removal from classrooms

Asking a pupil to remove themselves should only be used when necessary and once other behavioural strategies in the classroom have been attempted (see steps given in section 10) unless the behaviour is so extreme as to warrant immediate removal.

Once removed, the pupil will be supported and their education will continue. This may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should only be used for the following reasons:

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

15. Behaviour outside school premises

It is important that all pupils behave and conduct themselves in a positive way, both inside and outside of the school premises. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act

2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the school may discipline a pupil for any misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some other way identifiable as a pupil at the school;
- behaving in a way that could have repercussions for the orderly running of the school;
- poses a threat to another pupil; or
- adversely affecting the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

16. Behaviour Incidents Online

We understand the importance of online safeguarding in school and work with pupils and parents to educate them on the risks online as well as how to prevent them.

We believe the same standards of behaviour are expected online as offline. Everyone should be treated with kindness and respect.

Inappropriate online behaviour including bullying, use of inappropriate language or sharing of inappropriate content will be addressed in accordance with the same principles as offline behaviour.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any online misbehaviour when:

- the pupil poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

17. Pupil on pupil sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping pupils safe in education (KCSIE) - especially Part 5.

Sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned.

Staff are clear on the importance of challenging all inappropriate language and behaviour between pupils. Sexual harassment of all kinds is unacceptable.

Sexually abusive language or behaviour that is dismissed and /or classified, for example, as 'banter' will not be tolerated. Any use sexually abusive language or behaviour will be taken very seriously.

The school strives for high standards of conduct between pupils and staff. We have created an environment where every individual is valued and supported, this behaviour does not belong in the culture that we have created. The curriculum that we have planned promotes the importance of healthy, positive and flourishing relationships. These are based on mutual respect, acceptance and understanding.

The school will ensure that all victims will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis.

18. Strategy for dealing with uninhibited dangerous behaviours

Some categories of behaviour will come into categories that bypass the procedure as outlined above. When this occurs staff will need to follow the procedure above and those following.

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other pupils must be made and a request for assistance if required.
- Medical aid, if needed, is a priority.
- A risk assessment is carried out and if appropriate the pupil must be isolated from other pupils.
- Full accounts must be written, dated (including year) and signed. All behaviour incidents are recorded on 'Arbour'. It must be decided at this point if a County Incident form is to be completed (this is kept in the school office).
- The head teacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows:

1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity of the behaviour

2. Exclusion from school for a fixed term (authorised by the Executive Headteacher)

3. Exclusion from school permanently (authorised by the Executive Headteacher)

- For pupils with a known difficulty it would be expected that a programme of support is in place where particular behaviours are targeted for action and where monitoring is happening, for example a Behaviour Support Plan / Pupil Passport, identification of a key person to co-ordinate and maintain links with the home.
- It is important that parents are aware of incidents and that they are involved in the support programmes being used.
- The chair of Governors and/or the designated pupil protection governor should be informed.
- Following an incident of this nature pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.

• The incident should be resolved and measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

19. Suspension & Permanent Exclusion

A pupil at Wortham can be suspended for a fixed period of time if…

• A pupil is in breach of the school rules.

• Allowing them to stay in school would seriously affect their / other pupils' education or welfare.

Any pupil, including Special Needs pupils, deliberately assaulting a member of staff or another pupil could receive a Fixed Term Suspension, or Permanent Exclusion from school, depending on the severity of the attack. Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff including verbal attacks.

It is only the Executive head teacher who can suspend or permanently exclude a pupil. The Chair of Governors would be informed immediately of the decision.

The school will contact the parents/carers on the day the suspension or permanent exclusion is given. A letter explaining

• the period and reason

• the parent's duty during the first 5 days of any suspension to ensure that the pupil is not present in any public place during normal school hours.

If a pupil is suspended for longer than one day, the school will set work for them and mark it on return to school. The school will then support the child to positively reintegrate into school.

20. Pupil Support Units and Reintegration

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of a pupil attending this unit can be two-fold:

a) as a planned intervention for behavioural or pastoral reasons

b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons.

A strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension will be put in place before the pupil returns to mainstream education. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

21. Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

If a temporary move needs to occur to improve a pupil's behaviour, then off site direction (as described in paragraph 33 to 42 of the Suspension and Permanent Exclusion Guidance) should be used. Managed moves will only occur when in a pupil's best interest.

22. Taking Account of SEND, disability and the circumstances of vulnerable pupils:

The school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a pupil's behaviour is a consequence of his or her SEND. Pupils with a Pupil Passport (PP)/Education and Health Care Plan (EHCP)/Pupil Support Programme (PSP) will be supported with reference to these documents and sanctions will be used with reference to the pupil targets set for an individual. These targets should not be used to undermine this policy but to reinforce the aims set out in it.

23. Monitoring and Evaluating School Behaviour

Using a range of data collected on Arbor, school leaders, staff and governors will analyse and review data with an objective lens and form multiple perspectives at a school level, group level and individual staff and pupil level.

We will monitor areas such as behaviour patterns, attendance, engagement, achievement and incidents and reports to get a holistic view of a pupil.

This will help us to analyse behaviour effectively and implement structured, specific intervention to help a pupil in their specific area of need.

ANTI-BULLYING

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, all children should be able to tell a trusted adult and this will be investigated and dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the ongoing use of aggression or intimidation with the intention of hurting another person. **It is persistent and targeted.**

Bullying can be:

- Emotional Being unfriendly, tormenting (e.g. hiding books, threatening gestures).
- Physical Pushing, kicking, hitting, punching or any use of violence.
- Racist Racial taunts, graffiti, gestures.
- Sexual Unwanted physical contact or sexually abusive comments.
- Homophobic Because of or focussing on the issue of sexuality.
- Verbal Name-calling, sarcasm, spreading rumours, teasing.
- Cyber Misuse of all areas of internet, including social media, email, gaming and other forms of internet chat rooms. Misuse of associated technology, i.e. camera & video facilities.

Why is it Important to Respond to Bullying?

We have a responsibility to respond promptly and effectively to reports of bullying behaviour. Everybody has the right to be treated with respect and those pupils who are displaying bullying behaviours need support to break the cycle of destructive and disempowering behaviour.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults are aware of these possible signs and know to investigate if a pupil:

- Is unwilling to go to school (school phobic).
- Becomes withdrawn anxious or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or " go missing".
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive, or unreasonable.
- Is bullying other pupils or siblings.
- Stops eating.
- Is frightened to say what's wrong.

- Gives improbable excuses for any of the above.
- Is afraid to use the internet.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1) When bullying is reported to staff a 'Bullying incident report form' will be completed (TA's MDSA's and teachers will share this information).

2) The bullying behaviour or threats of bullying must be investigated and stopped quickly.

3) Staff will investigate the incident, make notes and record any action taken.

4) If appropriate, staff will invite the parents of all the pupils involved for an open and honest conversation.

5) If necessary and appropriate, police will be consulted.

6) Staff will be committed to spending time with all the pupils involved including those who have displayed bullying behaviour and support them in breaking the cycle of destructive and disempowering behaviour.

Outcomes

1) The pupil displaying bullying behaviour will be supported to understand the impact of their behaviour and then a genuine, and pupil led, apology can be made.

2) Sanctions imposed.

3) In serious cases, fixed term exclusion or permanent exclusion will be considered.

4) If possible, the pupils will be reconciled.

5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying behaviour does not take place.

Prevention

- The school will teach pupils about the issues of bullying behaviour through our PSHE curriculum – Jigsaw.
- Staff will support pupils to develop empowering behaviours and ways to communicate positively with themselves and others.
- Parents have access to leaflets which provide contact numbers and websites.