



## Cams Lane Primary School

### Behaviour & Anti Bullying Policy

Reviewed	Sept 2022
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### **Our School Motto**

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

**“BELIEVE, LEARN, INSPIRE”**

### **Ours School Vision Statement**

**Together, as a Cams Lane family, we will inspire everyone to be the best they can be. Guided by our school values, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture positive relationships and develop the confidence and pride within each person.**

### **Rationale**

At Cams Lane we aim to create a safe and happy environment where good behaviour enables all to feel secure and where children are ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each child is an individual with differing needs. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible citizens. This is supported by The Trust – their **Guiding Principles are detailed in Appendix 2**

### **Aims**

Our pupils at Cams Lane believe that our school is a caring, protective place to come to school. They expect that all pupils are treated equally and with respect, and children treat others how they want to be treated themselves. Our staff provide a nurturing, safe environment for all pupils. Each day is a new start, a fresh day where children are greeted warmly and with a smile.

We treat children at Cams Lane as unique individuals and provide nurturing support for each and every child with regards their behaviour, and focus on rewarding the positives. We want to build on developing every child and help develop their full potential through positive behavioural experiences. We want to ensure all children’s mental health and emotional well being is fully supported.

**Objectives** - Through this policy we aim to:

- To provide a stimulating, safe and caring environment in order to develop confident children
- ensure a consistent and calm approach to and use of language for managing behaviour
- ensure that all learners are treated fairly, shown respect and that good relationships are promoted
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any issues personally
- promote children’s mental health, emotional well being and self-esteem by providing effective systems such as using rewards and praising effort in both work and behaviour

- build a community which values kindness, care and empathy for others with a sense of belonging, pride and respect
- encourage a positive, calm and purposeful atmosphere where every child is happy and they can understand the purpose and enjoyment of learning
- value each individual regardless of their race, gender, faith or ability and encourage positive relationships within the whole wider community

### **Legislation and statutory requirements**

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

- Behaviour and discipline in schools
- KCSIE 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### **Roles and Responsibilities**

#### **The governing body**

The governing body of Cams Lane Primary School is responsible for reviewing and approving the policy holding the headteacher to account for its implementation.

#### **The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Cams Lane Primary School The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviours per the school's Staff Code of Conduct policy
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents The senior leadership team will support staff in responding to behaviour incidents.

### **Behaviour in School**

We teach the children at Cams Lane about our Golden Rules and School Values through assemblies, and our everyday interactions with each other.

### **Golden Rules**

Our Golden Rules apply for all children at Cams Lane at all times and have been decided by all staff. They apply to both inside and outside of the classroom.

#### **At Cams Lane we expect everyone to follow our Golden Rules:**

- Show respect
- Be honest
- Treat everyone equally
- Keep your hands, feet and mouths to yourself.

### **School Values**

#### **The Five R's**

Resilience

Resourceful

Respectful

Reflective

Responsible

#### **5 Finger Rule**

We also encourage pupils to be sensible and respond appropriately to other pupils' actions. The 5 Finger rule helps children to remember what to do:

1. Ignore
2. Block – "I'm not listening" or just walk away
3. Ask them to stop
4. "If you carry on, I'm going to tell a teacher"
5. Tell a teacher

### **Rewards & Praise**

At Cams Lane we aim to reward and praise children for their good efforts. This happens in a variety of ways.

#### **Merit Points:**

These are awarded for good work. Pupils have a merit card which they add on merits once each week. The day to day merits are collected by the teacher and it is indicated in the child's book through marking or stickers. Once a week the teacher shares with the child how many merit points they have collected and how many more they need for their certificate.

When they collect 25 merits they receive a Bronze certificate, 50 a Silver certificate and 75 a Gold certificate which are printed with their name. These are awarded in Golden assembly.

#### **House points**

House points are a whole school reward system for good behaviour and to encourage the children to work together to follow our Golden Rules and shared Values.

- All children are grouped into one of four houses – Hargreaves, Peel, Kay, Crompton
- Each class has a laminated poster showing houses and house members
- Points are given by members of staff for behaviour, following the Golden Rules and school's Values
- Whenever a child receives a point they put it on the class chart.
- Each team has a house captain chosen from Y6
- The house captains count the points on a Friday lunch-time, ready to be announced in the Golden assembly
- The class with the greatest number of house points will win the House Cup for the week

#### **Golden Book**

Children are nominated each by staff and are announced in the Golden assembly on a Friday – they receive a Headteacher sticker and they receive a Golden Certificate. Also children are listed in the weekly newsletter.

#### **Lunchtime Award:**

Each week the lunchtime supervisor selects a child from KS1 and KS2 to get a lunchtime certificate in Golden assembly

#### **Spotted Tickets:**

These are given out as a special raffle ticket for good behaviour around school and put in the Spotted box. A winner is then drawn out of the box in Golden Assembly each week for a Headteacher prize.

#### **Headteacher Postcards:**

These are sent out weekly, one per class, from the headteacher in agreement with the class teacher. They are sent anonymously addressed to the child and posted to their home address. They can be for a variety of reasons for example, great work in lessons or super attitude.

#### **Headteacher Awards:**

These are given out each week for some special recognition from the Head

#### **Headteacher stickers:**

These are awarded for extra special work or behaviour when children come to visit the Headteacher.

#### **Attendance Awards:**

These take place as weekly - a class award for both Key stages and also as individual awards at the end of the year.

#### **Good to Be Green scheme:**

##### **The Good to be Green system provides:**

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and sanctions for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

##### **Good to be Green principles:**

- Each day is a new day.

- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices.

**Rewards in the Good to be Green system:**

**Good to be Green Raffle**

Any child, who stays on green for the whole half-term, will be entered into the class draw for the half-termly class prize drawn in Golden Assembly

**Extra Playtime**

Any class that stays on green all week (no red or yellow cards) will **get an extra five minutes play** on Friday afternoon

**Golden Session**

This takes place every half term. We accumulate Golden Time to make it an afternoon where children can thoroughly enjoy and have activities that are exciting and memorable. We make the session purposeful and rewarding for the children. It can also match the children's interests and encompass their enrichment and extra-curricular activities. For example, some sessions may be Crazy Science Activities, Class Rounders match, Art n Creative activities.

**Consequences**

**Actions taken by the teacher:**

Every effort will be made to be patient, not shout and to reward good behaviour. However, where rules are broken or where the actions of a specific child effect the learning of other children or disturbs the teaching of a teacher the following actions will be taken. There will then be consequences that follow.

1. A 1<sup>st</sup> verbal warning (this may be recorded on the board as a 1<sup>st</sup> tick)
2. A 2<sup>nd</sup> verbal warning – where the yellow card is put on the desk as a visual reminder or a 2<sup>nd</sup> tick on the board
3. A yellow card – is given and yellow card is put in the chart
4. A red card
5. Further red cards – Behaviour monitored by going on report
6. Internal exclusion
7. Suspension
8. Permanent exclusion

**Consequences:**

**A yellow card**

This means losing 5 mins of playtime either as soon as possible or when appropriate with the staff member. They may be able to earn this time back, by behaving well for the rest of the day. Yellow cards are recorded on the class sheet.

If a child gets 2 x yellow cards in a week then they miss two lots of 5 mins. If a child gets 2 x yellow cards in the same day then it converts to a red card. If they receive 3 or more yellow cards in a week it will immediately be turned into a red.

Teachers can choose to address yellow card during a play time in the week themselves, where the child is spoken to by the teacher and the issue is discussed, sharing high expectation of behaviour. If the discussion is

completed then the child could have the remainder of the playtime. Toilets must be used if playtime is missed completely

Missing 5 mins of playtime can also be used to complete work if this is the reason for the yellow card.

### **A red card**

The class teacher then sends a message to the office to send a **text out to parents**.

This means that the child will lose all their playtime either as soon as possible or when appropriate with the staff member or they are on duty then with a member of SLT

If necessary at the time a child on a red card can be **sent to another class** with work to do.

If they refuse to leave the classroom or follow instructions, then they will receive an **internal exclusion** the next day. If they still continue to behave poorly, then the Headteacher or if not available, then a SLT member will be called for

They **are not** sent to the green room

They **are not** asked to stand outside the room

If a child receives a red card they will **miss team training and any sports matches** that week. Ideally the child will be collected from school at 3.15. If this is not possible, they will attend training/match and watch to be collected at the end.

Reinstatement on the team for the following week needs to see an improvement of behavior.

### **Recording of Red cards:**

The adult who gives the red card needs to log it on the behavior chart giving details of what happened and also inform the class teacher.

At lunchtime - The lunch time supervisors will inform the class teacher of the incident so it can be logged and Nicky will then ask for the text to be sent home.

The behaviour chart will be kept in the classroom.

Details of cards are to be sent to Headteacher via email on the Monday after the previous full week. Card data is collated by the Headteacher and reported to Governors termly.

### **Further red cards - Going on report**

Using a behaviour "Going on report" is a way of monitoring behaviour and being a daily communication between home and school in order to improve behaviour

If further red cards are given then further playtimes will be missed – one red card one full playtime missed.

The class teacher must **make a phone call to parents** to explain why the child is going on report.

If they receive one red card per week, over 3 consecutive weeks, they will go on report.

If a child receives a second red card in the same week they will go on report. Improved behaviour will indicate as to whether they come off report and make a new fresh start.

If a child is on report they will miss team training and any sports matches that week. Reinstatement on the team for the following week needs to see an improvement of behavior. If there are school trips or treats the same week of being on report, then this will depend on improved behavior and will be decided by the Headteacher.

There will be exceptional cases where alternative strategies need to be used as Going on Report doesn't have any impact – these will be discussed with the SENCO and Headteacher where a possible option is an Individual Behaviour Plan

### **Internal exclusion**

If the child receives further red cards whilst on report they will have an internal exclusion of between 1-3 days in another classroom. This will happen in a nominated classroom. The teacher should provide adequate activities to keep the child occupied for the session. They will miss any classroom activities and after school

clubs/team representation. If there is an extreme case where the Health and Safety of the child or other children is compromised then swimming/school trips will also be considered to be missed.

**Continued inappropriate behaviour:**

The child will automatically be referred to the SENco where an Individual Behaviour Plan will be put into place to support the child and the family. Meetings will also be held with the Headteacher and parents.

**Communication of Behaviour**

School recording system called CPOMs will be used for recording of ongoing issues of poor behaviour and also serious issues, including bullying. Parents will also be informed and spoken to by the class teacher, or SLT if necessary, of any concerning issues of behaviour

**Suspensions and permanent exclusions**

Suspension and exclusion is used only for very serious incidents or when behaviour hasn't improved when other methods of support have been in place and positive support given.

Suspensions/exclusion is used as a 'last resort' sanction

Please refer to the Trust Suspension and Exclusion Policy

With regard to any imminent trip/event the behaviours will be a risk assessed on return and then school will make an informed decision.

**Use of the Green Room**

This is a chill out, calm room and a safe space for children. Children should not take themselves there or walk out of class without their class teacher knowing. The teacher should not send them out of class as a punishment to go to the green room. Behaviour policy should be followed.

If needed the teacher will send them to the green room for a specific reason **with a green card**. They will receive support, talk about their feelings and complete relevant activities. They will not be given sanctions from the staff in the green room or told off.

**Minor Behaviour on the Playground**

This is behaviour that needs to be addressed straight away but doesn't as yet warrant a yellow or red card. The child will be asked to stand with the teacher or member of staff on duty.

**Behaviour in Reception Class:**

In the Reception class the children follow the stages to some degree - this is explained in **more detail in Appendix 1**

The Reception Behaviour statement is sent out in Reception Welcome Packs and at the start of the year

**Special Educational Needs and Children in Crisis**

As a fully inclusive school, we understand that some children need extra support.

There may be a child, who for whatever reason, the red card and going on report doesn't work and is ineffective. They may be in crisis, have specific issues and special educational needs which effects their behaviour.

For these individuals there need to be flexibility and a different approach. It is important to work together, and have clear lines of communication with parents, class teacher and SENCO, and also the child themselves.

A child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. They may also have separate timetables and activities to support them.

A child may times exhibit crisis behaviours and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will not have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of face with a different adult then this is a strategy to be used. This may also be the case if an adult is finding the situation tricky or an adult is being hurt by a pupil. A child in crisis may require support from the pastoral team and may need time away from class in the quiet room. Further interventions may then be required, which will be planned with support from the SENCO and Pastoral Lead.

#### **Use of Reasonable Force**

School is trained in Team Teach and staff will use the techniques taught. Some staff have had training and will utilise them together with children when needed. This is more about de-escalation rather than physical restraint. These techniques are not just to be used on SEND children either. If physical restraint is needed then the correct techniques are used and the incident is always recorded on CPOMs.

#### **Specific behaviour issues**

**Child-on-child abuse** – any allegations or incidents of child-on-child abuse are always taken seriously. Staff should be clear on the processes and procedures, and the important role they play in preventing this as per the school's Safeguarding & Child Protection policy.

**Behaviour incidents online** – Online safety is an integral part of the curriculum at Cams Lane. Any allegations or incidents of inappropriate online behaviour or negative online interaction will be addressed with the same principles as offline behaviour and will follow the school's Safeguarding & Child Protection policy where appropriate.

**Mobile Phones** – Pupils are only able to bring mobile phones into school for the purpose of safely traveling to and from school, if doing so independently. Parents/carers must give specific consent for mobile phones to be brought into school for this purpose.

Mobile phones are turned off when on school grounds, are collected at the start of the school day, stored securely and then returned to the pupils at the end of the school day. No pupils are permitted to use mobile phones during the school day.

**Suspected criminal behaviour** – if school staff suspected a child of being involved in criminal behaviour, school would investigate appropriately to determine if the police should be contacted. School would follow advice from Police or social care.

## **Anti Bullying**

It is a government requirement that all schools have a policy which refers to anti-bullying.

The school is committed to providing a caring, friendly and safe and secure environment for all of our children, so they can learn in a secure atmosphere without anxiety. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our school. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity.

### **Objectives**

1. To make clear to children, staff, parents and guardians that bullying is unacceptable.
2. To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying.
3. To provide a clear framework for dealing with incidents of bullying.
4. To educate children in resisting bullying.
5. To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
6. In accordance with the school's ethos to instil in all members of the school community a sense of caring and kindness for one another.
7. To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and thus treat each other respectfully.
8. To ensure that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self esteem.
9. To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others

### **Defining Bullying**

**"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally".**

**“Deliberately hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves”.**

**Bullying** is, therefore:

- **Repetitive and persistent**
- **Intentionally harmful**
- **Involving an imbalance of power**

We believe that regardless of the intent, if the act is perceived by the other person as hurtful, it is counted as bullying, and reparation has to be made – see section below

Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. **Such perceptions of bullying should be taken seriously.**

**Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.**

### **METHODS OF BULLYING**

#### **Bullying- Examples of Bullying Behaviour**

- 1 Emotional: Being unfriendly, excluding, tormenting, threatening gestures
- 2 Physical: Pushing, kicking, hitting, punching or any use of violence
- 3 Racist: Racial taunts, graffiti
- 4 Sexual: Unwanted physical sexual contact or sexually abusive comments
- 5 Homophobic: Because of, or focussing on the issue of sexuality
- 6 Verbal: Name-calling, sarcasm, spreading rumours, teasing
- 7 Sexist/Gender: unwelcome comments, sexual assault, unwanted physical contact
- 8 Cyber: All areas of internet, such as email, along with mobile threats by text messaging & calls “virtual” bullying. This can happen outside of school and when its impact in school, it must be dealt with in line with this policy.
- 9 Misuse of associated technology: i.e. camera and video

Bullying can be very apparent through physical harm or low level underhand name calling which can have a significant impact on its target as well and both must be taken as seriously as each other.

#### **Signs and Symptoms of a Bullied Child**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs, and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine

- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Standard of school work falls
- Clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children 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 or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home and in school

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

### **Prevention**

Pupils at Cams Lane learn best in a safe and calm environment. The Golden Rules are a thread throughout the whole school and promote keeping hands, feet and mouths to yourself and treating each other equally and with respect. The values of respect are taught through classes, assemblies, drama projects and safety events. Values of treating each other with kindness are inherent in the corridors, dinner hall and playground. Staff

promote positive values at all times. Children are clear on their role as bystanders, what their part they can play to prevent bullying as well.

### **Preventative Strategies**

- School vision promotes a shared climate of trust and respect for all.
- Curriculum: Uses a range of methods to promote anti-bullying practice: drama, role-play, stories etc.
- Rewards: Used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Pupil Voice – Surveys and questionnaires
- Well-Resourced Play Opportunities: All children have equal access to school equipment and play areas.
- Staff Vigilance: Staff to be aware of potential for bullying: careful regard to their own supervision, to follow school rules etc
- Staff Training: All members of staff attend training, when necessary, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

### **The Role of the Teacher and Support Staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

The ethos and working philosophy of Cams Lane Primary School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying through School Council discussion, Collective Worship and through the curriculum, where applicable.

### **The Role of Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

### **For children who are being bullied**

- If you are being bullied tell someone, preferably a trusted adult
- If you can, write down everything that has been said or done to hurt you.
- Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault
- Make friends or stay with a crowd
- If worried, stay near a supervisor at playtime and, if possible, walk home with a friend
- Expensive toys and large sums of money should be left at home
- Try not to show you are upset
- Stay calm – say “No” clearly and walk away to safety. If possible, tell an adult straight away
- Use the Five Finger Rule
- Use our Pastoral Support Worker

### **For children who see someone being bullied:**

- Try to be a friend to the person who is being bullied
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.

- Never join in with a bullying behaviour – physically, verbally or by isolating another child
- If you see anyone being bullied, tell an adult immediately

#### **For children who are using bullying behaviour**

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else
- Use our Pastoral Support Worker and Green Room

#### **The Role of Parents**

Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- To support school in the concept of not labelling a child as a “bully” but rather support the process reparation with the notion of teaching them life skills in dealing with confrontations preparing them for life as an adult
- Allow the school to resolve the problem with any potential bullying issues and their parents
- All parents are strongly requested that they do not involve themselves in any investigation to bullying.
- Encourage their child to behave responsibly on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or if they suspect that their child may be the perpetrator of bullying.
- Contact the Headteacher / Deputy Headteacher if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Follow the school's complaints procedure (as detailed in the school prospectus and website), if they remain dissatisfied.
- Ensure that their child arrives and leaves the school site safely.

#### **Reactive Strategies**

- Investigate and where appropriate, report an act of bullying to the SLT
- Produce a log of all incidents on CPOMS
- Where a member of staff becomes involved in an incident, they will make the appropriate means to support the victim/s and challenge, sanction and support where necessary, the perpetrator/s.
- Where a child is being bullied over a period of time, and after consultation with the SLT, the parents of all children will be contacted in order to find resolution.
- In more extreme cases, e.g. where these initial discussions with parents have proved ineffective, the Headteacher may contact external support agencies, e.g. Community Police, LA Anti Bullying Coordinator.

#### **Reparation/Resolution Strategies**

- One very useful strategy is using restorative practice or reparation conversations where misunderstandings and/or conflict has occurred. Each pupils voice can be heard and feelings listened

to – and how it has affected each person. It is important that labelling pupils doesn't take place – but it is about the exploration of behaviours and life skills in dealing with confrontations

- Restorative practice is about being 'relational' and teaching social skills for life.
- These conversations will be part of normal school procedures
- When taking responsibility for behaviours, pupils may then be supported in how to resolve issues together and will be reconciled
- In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **The Role of the SLT.**

Responsibility to:

- Set the school climate of mutual support and praise for success, so making bullying less likely.
- Implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- Report to the governing body about the effectiveness of the anti-bullying policy on request.
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Draws the attention of children to this fact at suitable moments e.g. assembly
- When applicable, arrange for staff to receive sufficient training in order to be equipped to identify and deal with all incidents of bullying.

### **The Role of Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Responsibility to:

- Monitor incidents of bullying that do occur, and reviews the effectiveness of this policy annually. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- Require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request, about the effectiveness of school anti-bullying strategies.
- Respond to parental dissatisfaction with the way the school has dealt with a bullying incident. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **Recording and Monitoring of Bullying Incidences**

Any adult who witnesses an act of bullying should record this as soon as is practicable and pass on to the SLT and the Headteacher will then record the allegation on CPOMS and logged in Safeguarding folder. Midday Supervisors will report any issues to the class teacher so that the appropriate action can be administered. The Senior Leadership Team will monitor the regularity of bullying incidences each half term and will act accordingly. Any incidences of bullying and the outcomes of any investigations will be highlighted at all Governors' meetings and reported to the Trust

**Suspension/Exclusion** - Persistent acts of bullying by children can result in the child facing an exclusion ( see Behaviour Policy )

**Read in conjunction with the following school policies:**

E-Safety, Safeguarding and Child Protection, Equality, Staff Code of Conduct, Exclusions and Complaints.

# Appendix 1

## **Behaviour in Reception Class:**

In Reception class the children follow similar stages to that of our school policy, but the stages are tailored to be more appropriate to their age. Younger children need an instant consequence to be able to understand rules and consequences. Instead of cards, Reception children will have their own photo and have zones: green, yellow and red. Stages 1-2 are the same where verbal warnings are given. Stage 3 is slightly different, where instead of being given a 'yellow card', the child will move their photo from the green zone to the yellow. They will have a short reflection with an adult. Stage 4 is also different. A 'red card' in Reception means that they will have an instant 4- or 5-minute time out depending on their age. They move their photo to the red zone. A text will be sent out to inform the child's parents. A step-by-step can be found below:

## **Reception Class – Sanctions**

1. Verbal warning
2. 2nd Verbal warning to remind of correct behaviour
3. Yellow Zone - Time out spent with an adult to discuss the incident/behaviour and to remind the child about the shared values
4. Red Zone - Child is given time out in a specified place in the classroom with a 4- or 5-minute sand timer to sit until the sand has run out. For the rest of that session, they will not return to their favourite activity.
5. Further red cards - They would leave for a time out in another classroom. FS/KS1 Leader is alerted to acknowledge the behaviour.
6. The child is sent to the Headteacher.

A child who uses their hands, feet or mouth wrong will automatically receive the red card consequence.

We believe each day is a new day, so the children start in the green zone each morning. Children also have the chance to move from the yellow zone back to the green zone by demonstrating good behaviour after the initial incident.

When supporting children with their behaviour in Reception class, staff must be aware and make judgements related to the child's stage of development and the understanding of their actions.

## **Communication to Parents**

If your child receives a red card, then you would be informed by receiving a red card text. A member of staff will be available at the end of the day if you wish to discuss the issue in more detail with them.

## **Special Educational Needs**

As a fully inclusive school, we understand that some children need extra support. A child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the class teacher, parents/carers, adults working with the child, and the child itself.

Sept 2025

## Appendix 2



### The Collective Community Trust

### Guiding Principles for Behaviour

The Collective Community Trust Guiding Principles for Behaviour helps us to create a caring, stimulating and secure environment in which staff and pupils can learn and engage with one another safely. The Collective Community Trust is committed to ensuring high behavioural standards for all pupils and this statement sets out the broad values and principles that are expected and promoted within our schools.

Each school will have its own Behaviour Policy to support the context of the local school community.

#### **Principles**

Each school will create a calm, safe and orderly environment to enable pupils to learn effectively.

Each school prioritises inclusion, and will ensure each school community are able to enjoy the learning and activities within their school/Trust free from discrimination. Each school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness within the every day practice. Each school aims to foster a collective ethos amongst its school community and the Trust, promoting values of collaboration, inclusion and innovation.

Each school endeavours to ensure all pupils, staff and visitors feel safe in the environment at all times through high quality care, support and guidance.

Each school acknowledges and rewards good behaviour.

Each school offers comprehensive support to pupils displaying challenging behaviours taking into account any barriers the child may have.

Violence, threatening behaviour and abuse will not be tolerated. If parents/carers do not conduct themselves in an appropriate manner, the school/Trust reserve the right to ban them from the premises and if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on physical intervention will be agreed upon by the Executive Headteacher/Headteacher and the LGC, and clearly set out each school's Behaviour Policy.

**Expectations:**

**All staff will:**

Provide, and maintain, a safe, caring environment in which teachers can teach and pupils can learn.

Be alert to signs of bullying and harassment and act in accordance with the school's Anti-Bullying Policy and Safeguarding Policy.

Through, or in liaison with, relevant members of the pastoral team communicate with parents/carers as soon as possible over a pupil's poor behaviour.

Promote/develop empathy and respect for self and others.

Develop in pupils a sense of self-discipline, regulation and an acceptance of responsibility for their own actions.

Be aware that different strategies may be required when teaching pupils which different needs.

Try to ensure that pupils are confident of their right to be treated fairly.

Empower all staff to determine and request appropriate behaviour from everyone.

Acknowledge that the maintaining of good behaviour within the Trust is a shared responsibility.

Ensure that positive behaviour is recognised and celebrated.

Work within a positive, proactive reflective approach to behaviour management.

Build opportunities to raise pupils' self-esteem.

Encourage and promote regular attendance and good punctuality.

Ensure pupils and others are aware of the rights and responsibilities of all members of the Trust community.

Model what you expect.

Treat others with kindness, respect and dignity.

**Teachers should:**

Make clear the expectations of the learning environment and explain why they are necessary.

Effectively place and group pupils in their learning space to minimise misbehaviour.

Enforce and model expectations, dealing firmly, but fairly, with any pupil who does not abide by these, either immediately or soon after the lesson.

Be a good role model for pupils by being punctual, well prepared and having specific objectives and outcomes for lessons.

Offer pupils challenging and engaging lessons that are differentiated to pupils' different needs.

Have high expectations of work, attendance, punctuality and behaviour.

Create a balance of firmness and friendliness based on mutual respect.

Make effective use of praise and rewards for good behaviour, as well as good work.

Know the pupils as individuals - by name, as well as their personalities, strengths and weaknesses.

Recognise that classroom management skills can be learned and be willing to analyse their own performance and that of others and to share good practice.

Always treat pupils with dignity, respect and kindness.

**Senior Leadership Team / Pastoral Team should:**

Through assemblies, encourage and celebrate positive behaviour.

Facilitate efficient channels of communication between the Trust, parents/carers, governors, the extended community and outside agencies.

Ensure that all staff accept responsibility for maintaining the highest standards of behaviour throughout the Trust and in the community, in keeping with those outlined in this policy.

Model what is expected at all times.

Foster a sense of community that encourages staff, pupils, parents and governors to take

an active part in promoting good behaviour and learning.

Monitor and evaluate the school ethos/culture in the light of pupil behaviour.

Ensure effective pastoral care structures and support structures are available for all pupils.

As appropriate, ensure consistency of standards and expectations are applied.

**Pupils should:**

Abide by the school rules and values.

Not accept poor behaviour by their peers.

Support staff in their aim of achieving positive behaviour in all lessons.

Ensure they are punctual to school and to all lessons.

Attend school with the correct equipment for all lessons.

Resolve problems in a non-confrontational manner.

Be responsible for their own actions.

Treat others with kindness, respect and dignity

**Legislative Framework**

- Behaviour in schools: advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England,  
including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's

duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written

behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy