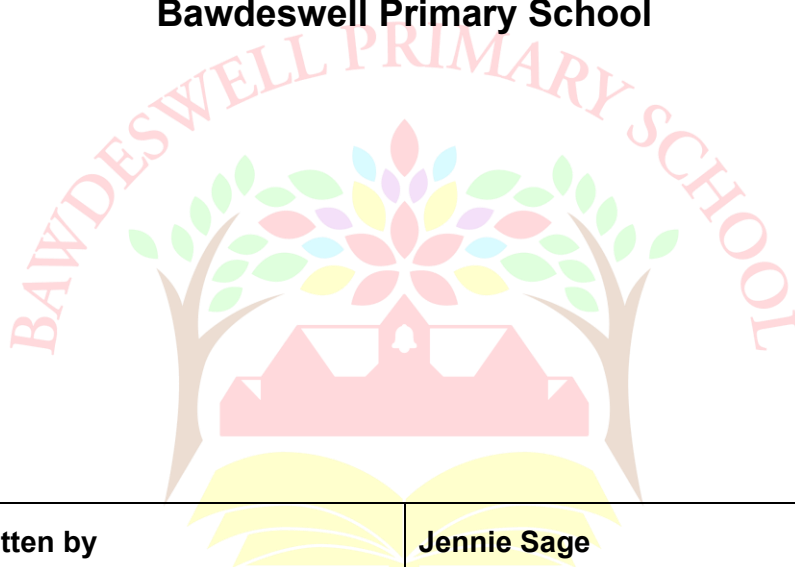




Behaviour & Anti-Bullying Policy

Bawdeswell Primary School



Written by	Jennie Sage
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Our Bawdeswell Primary School Values underpin all we do and expect

At Bawdeswell Primary School, we aim for our children to grow into kind, compassionate, positive, resilient, self-aware young people who understand how to work with others to look after their own and each others' physical and mental health. Our motto 'We Grow Together' reflects the need for us all to work together to support our pupils to learn how to manage their behaviours. We understand that all behavior is a form of communication, and we will strive to understand poor behaviour and its underlying cause so that we can support pupils and their families in addressing this. This does not remove consequences for poor behaviour. We believe that facing the consequences of poor choices in an appropriate way is an important part of the learning process, and helps prepare pupils for their future.

Statement of Intent

We know that for effective teaching and learning to take place, all pupils must understand the importance of positive behaviour. Synergy Trust and Bawdeswell Primary are committed to implementing strategies that promote positive behaviour. We believe that all children and adults in school should feel safe at all times. No-one should feel threatened by another's behaviour. As such, any behaviour that threatens another person's wellbeing whether intentional or unintentional, will be acted on swiftly and decisively to protect everyone in school.

At Bawdeswell Primary, we will endeavour to:

- Know and understand every pupil and their influences
- Teach positive and appropriate behaviours, alongside managing poor behaviour
- Support children to understand and regulate their own behaviours
- Use classroom management strategies to support good classroom behaviour
- Use simple and consistent approaches as part of our regular routines
- Use targeted approaches if needed, to support and manage individuals with additional needs
- Work positively with parents / carers to address issues of pupil misbehaviour
- Be clear and consistent in our behaviour management.
- Consistently challenge poor behaviour and implement appropriate sanctions
- Display zero tolerance to bullying

By doing these things, we aim to:

- Provide a safe environment, free from disruption, aggression, discrimination, bullying and any form of harassment
- Make every pupil feel valued and cared for by fostering positive relationships based on mutual respect
- Create a positive culture where pupils' hard work, kindness, compassion and positivity are recognised and rewarded
- Promote self-esteem, self-discipline, proper regard for authority
- Ensure equality and fair treatment for all
- Ensure pupils fully understand how and why their behaviour has been unacceptable, and know what the consequences are for such poor behaviour

Parameters

This policy applies to all pupils of Bawdeswell Primary School:

- when taking part in any school-organised or school-related activity
- when travelling to or from school;
- when wearing school uniform, or identifiable as a pupil of the school
- if involved in a more serious issue outside of school (for example, an issue which has gained police involvement, such as harassing members of the public or school staff)

Bawdeswell Primary School is not responsible for issues regarding social media or issues outside school hours. However, we will continue to educate students and inform parents on the safe use of the internet, and support children to understand appropriate behaviour online. Our website contains information about e-safety to support parents and children in this area. ([Bawdeswell Primary - Safe use of the Internet](#)).

Roles and Responsibilities Regarding This Policy

Head of School

- Implementation and day-to-day management of the policy and procedures
- Ensuring all staff are fully trained in our behaviour management strategies and procedures
- The regular monitoring of the use of consequences to identify any inconsistency.
- Review and evaluation of any support and consequences to ensure their effectiveness.
- Ensuring that this policy and school procedures are followed, and that they are consistently and fairly applied

All staff

All staff have the responsibility to consistently:

- Model the calm and respectful behaviour we expect from pupils
- Create a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures.
- Promote the strategies and use the school procedures which encourage positive behaviour and challenge poor behaviour and bullying.
- Apply the school rules and values in every day relationship building.
- Support all other adults in applying the school rules and procedures.
- Take appropriate action according to the procedures and consequence system.
- Be aware of the heightened state of emotion a pupil might be experiencing, and consider this when dealing with poor behaviour.
- Apply all Teacher and Non-Teacher standards as published by appropriate bodies, including the DfE, Trust and school.
- Communicate effectively and in a timely manner, all behaviour incidents and concerns regarding a child's behaviour, and record these using CPOMS.
- Advise the Executive Headteacher on the effectiveness of the policy and procedures.

Parents and Carers

The most effective form of emotional regulation and behaviour occurs when parents, carers and school staff work in partnership.

- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnership between parents and carers and the school is promoted to assist in maintaining high standards of desired behaviour.
- Parent and carer contact is actively encouraged in order to raise any issues arising from the operation of this policy.
- We encourage parents and carers to contact us if they have concerns about behaviour in the school, or if they feel that their child is a victim of bullying.

The DfE state that bullying is usually defined as behaviour that is repeated, and is designed to hurt someone or a group of people physically or emotionally. These behaviours can include physical assault, teasing, making threats, name calling and cyberbullying.

Pupils

- Pupils are responsible for their own behaviour both inside school and out in the wider community. We understand that younger children are still learning how to behave, and can need support to regulate their behaviour.
- Along with the adults in school, pupils are responsible for their social and learning environment. They must report all undesirable behaviour to an adult at school.
- Pupils are expected to fully cooperate with any investigation into poor behaviour when asked to do so by a member of staff. Depending on the developmental ability of the child, staying silent and withholding information during any investigation may lead to consequences.
- In order to ensure that we protect and foster our core ethos of succeeding together, we will not tolerate a no 'snitch' or no 'grass' culture. Pupils will always be expected to be support each other and staff in an open and honest way to ensure our high behaviour standards are promoted and maintained.

Definitions

Serious Unacceptable Behaviour

For the purpose of this policy, Bawdeswell Primary defines Serious Unacceptable Behaviour as any behaviour which may cause harm to oneself or others, damage the reputation of Bawdeswell Primary within the wider community, and/or any illegal behaviour. This includes, but is not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and causes emotional upset to an individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – behaviour that is repeated, and is designed to hurt someone or a group of people physically or emotionally. These behaviours can include physical assault, teasing, making threats, name calling and cyberbullying.
- Possession of banned items
- Refusing to comply with disciplinary consequences and sanctions
- Theft
- Threatening behaviour and verbal abuse (including swearing)
- Physical aggression (hitting, kicking, pushing, punching, biting, slapping etc)
- Intentionally damaging school property

Unacceptable Behaviour

For the purpose of this policy, Bawdeswell Primary School defines Unacceptable Behaviour as any behaviour which may disrupt the education of the perpetrator and/or other pupils, and disrespectful behaviour towards any member of the school community. For example:

- Defiance
- Disrespectful behaviour
- Disruption to others' learning, work or play activities
- Dishonesty
- Disregarding school values and rules

Unacceptable Behaviour may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Banned Items

The following are items which are banned from the school premises, and for which a search can be made within the schools.

- Alcohol
- Energy and highly caffeinated drinks
- Illegal drugs
- Weapons, including knives
- Lighters and matches
- Cigarettes
- E-cigarettes (Vapes)

Rewards and Consequences

Rewards

- **Raffle Tickets** - Raffle tickets will be awarded to children to reward any positive behaviours around school, including hard work, focus, good progress, good effort or attainment, helpfulness, good manners and respectful behaviours. At a regular 'Raffle Ticket Assemblies', these will be discussed and celebrated with a draw so that some children in each class can win a small prizes for their achievements and effort.
- **Certificates** - Weekly certificates will be awarded by teachers in class to acknowledge and celebrate childrens' success in any aspect of school life, with a particular focus on our key values.

- **Star of the Month Awards** - Each month a few children in every year group will receive the Star of the Month award for positive and desirable behaviours and achievements. The certificate will be rewarded in a monthly assembly and each child receives a star badge.
- **Traffic Light System** - The traffic light system in each classroom is used to reinforce positive behaviours, as well as to give children warnings and support to change their negative behaviours. If a child demonstrates good behaviours for learning and effort in lessons, they can be acknowledged in some classrooms by moving their name from green to silver or gold.

Managing Challenging Behaviour:

At Bawdeswell Primary, all behaviour management takes into consideration the age and the developmental stage of the child involved, as well as any SEND. Our aim is to continuously support our pupils to understand their own emotions, and regulate their own behaviours effectively. We teach the children ways to know and understand the impact their behaviour has on others, and use a restorative approach wherever possible. As each child becomes mature enough to understand our expectations, we manage their behaviours in the following ways:

In lessons, to manage any of the Unacceptable Behaviours listed above, the teacher/TA will use the class Traffic Light System as follows:

- The teacher/TA will use positive language to tell a pupil how to behave if needed (eg 'listen please' instead of 'stop talking') so that the pupil knows what is expected. If poor behaviour continues, the Teacher/TA will explain why the behaviour is unacceptable, and the pupil's name will be moved from the green to the yellow 'check and change' board.
- At the first appropriate opportunity, the teacher/TA will discuss the behaviour with the pupil, ensuring they understand how to improve.
- If the pupil then adjusts and improves his/her behaviour as advised, their name will be returned to the green board.
- If the pupil continues to behave inappropriately, the teacher/TA will give an additional warning before pupil's name will be moved to the red 'Consequences' board.

Out of lesson times, managing Unacceptable Behaviours and Serious Unacceptable Behaviours, the staff member will use the following approaches:

- The staff member will again use positive language to tell a pupil how to behave (eg 'walk please' instead of 'stop running'), so that the pupil clearly understands what is expected of them. If the poor behaviour continues, the staff member will discuss with the child what is needed to improve, and give an appropriate consequence if needed.
- Providing a verbal warning, explaining why the behaviour is not ok.
- Removing the pupil to another area of the school (eg away from the playground) to be in a calmer/safer place and to reflect.
- Where possible we use the Restorative Approach with behaviour management outside of the classroom. This means all children and adults effected by the poor behaviour are involved in the discussion and the consequences. Children learn from their mistakes and take on board how their behaviour has impacted others, whilst those who have been impacted know they have been listened to and also understand other perspectives. Consequences are then agreed by all those involved under the guidance of the adult. The focus is moved to how the harm and the relationships can then be restored.

Consequences

- The consequence for being moved to red is a loss of social time - to miss a 15 minute break, or 15 minutes of lunch break. During this break, a member of staff will discuss the behaviour with the child, and support them to understand how they can behave in a similar situation in future.
- For any more serious behaviours within lesson time which may cause harm to others, the teacher /TA may choose to issue a 'red' social time consequence without the yellow warning. The teacher can also refer the child to a member of the Leadership Team, who can issue any of the consequences used outside the classroom listed below.
- Losing social time will also be used as a consequence for poor behaviour out of lesson time

- Placing the pupil on a Behaviour Support Chart to help improve them reflect on their behaviours and improve their self-regulation skills.
- Internal 'exclusion', where the child works and plays away from the other children for a period of time.
- Fixed term suspension, where the child is not allowed in school for a fixed period of time. The length of time will depend on the severity of the Serious Unacceptable Behaviour, as well as the history of how often the child has behaved in an unacceptable way. The purpose of a suspension is to protect all children and adults at school, as well as to issue a consequence to the child for their actions.
- Permanent exclusion. This will be in line with the Synergy Multi-Academy Trust Suspensions and Exclusions Policy.

At any stage, the Headteacher or Deputy Headteacher may choose to escalate the level of consequence according to the individual circumstances of the situation.

Internal exclusions, fixed term suspensions and permanent exclusions can only be issued the Headteacher.

Additional Support

- For a child who is persistently demonstrating Unacceptable Behaviours, we will support them by using a Behaviour Support Chart. This chart allows the child and the adults to stop and reflect on behaviour together at regular times throughout the day, and then agree a score for each period. This system allows the child to see how their behaviour is mostly very positive, (which helps raise their self-esteem), whilst also helping to identify the triggers for poor behaviour, and agree strategies to help manage or avoid those triggers. The chart is taken home daily so that the parents and carers also celebrate the high scores, and discuss and reflect on any lower scores to support their child.
- For a child who is persistently behaving poorly despite the above behaviour management procedures and consequences, we will create a personal Behaviour Management Plan and seek support from external agencies (eg NCC SEND and Inclusion Team).

Use of Force / Restraint

On very rare occasions, staff may need to restrain a child in order to ensure the child and others are safe. This is only considered as an absolute last resort, and is only carried out by staff who are fully trained in how to carry this out safely if needed. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable, proportionate and necessary in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including the student themselves); or
- Prejudicing the maintenance of good order and discipline at the school or among student receiving education at the school, whether during a teaching session or otherwise
- The staff to which this power applies are defined in section 95 of the Act. They are:
- Any teacher who works at the school, and
- Any other person whom the Headteacher has authorised to have control or charge of students. This includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors

More information on the use of reasonable force or restraint can be found in our Restrictive Interventions Policy May 2026.

Anti-Bullying

Bullying is not tolerated at Bawdeswell Primary School. Every child has a right to learn in a safe environment, free from harassment and bullying. Bullying is something we take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes pain and distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educational, emotional and social development. There are four main types of bullying:

- Physical – hitting, spitting, taking possessions
- Verbal – name calling, teasing, making abusive comments
- Indirect – spreading nasty stories
- Cyber – texting, emails, social network messages

Everyone – staff, pupils, parents/carers and members of the community – have a role to play to stop bullying. We know that children with SEN or disabilities are much more likely to be bullied than other children, so it is very important to be alert for any signs that bullying is taking place.

Pupils - If you are being bullied in School:

- Talk to any adult at school that you trust (taking a friend if it helps), or ask an adult at home to talk to us.
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are
- You will be taken seriously and a record of your report will be kept
- If you are bullied online, keep all messages/screenshots or e-mails as evidence to report to the Police if needed.

Pupils - If you see someone else being bullied at School:

- Talk to a trusted adult at school, or ask an adult at home to speak to us.
- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are

Parents/carers

If believe your child is being bullied or is bullying in school:

- Contact the School and ask to speak a member of the Senior Leadership Team as early as you can. Do not let your child talk you out of contacting school.
- Talk over the problem with the SLT Member. Try to be clear and specific about what your child has experienced, and give as much detail as you can.
- Reassure your child that we will take them seriously, and that we will protect them in school as we investigate what is happening. Explain to them that we will need to listen to them directly to fully understand what has happened, and agree a plan to stop any bullying
- To combat online abuse and cyber bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to and make sure you are in touch with which Social Media Apps they may be using.

What happens when bullying is reported?

- The SLT Member will meet with whoever is reporting the bullying to ascertain what has happened so far. If this meeting does not include the victim, then an additional meeting with that child (along with their with parents and carers or friends to support) will be held to build our understand what has happened so far.
- The SLT Member will then agree a plan of action, considering the victim's wishes and their parents' wishes.
- This will usually involve a discussion with the alleged bullies to establish their understanding of what is happening, and to ensure they know the impact their behaviour is having on the victim. This also allows the alleged bullies to add any further context and information from their own perspective which may need to be considered.
- The SLT Member will agree a plan with the alleged bullies, according to their responses. This may include a consequence for their actions so far, as well as a clear agreement about future behaviour towards the victim, and a clear plan to escalate consequences should any further bullying behaviours occur.
- The parents of the accused child/children will be fully informed of what they have been accused of, how their child has responded, and what action is being taken as a result.
- The SLT Member will agree with the child and the parents how to report any further bullying behaviours so they can be acted on immediately. We will check in with the child regularly to ensure the bullying does not re-start.

- All actions will be fully documented on CPOMS, and in the Bullying register. This is also reported to Governors at the next meeting.

