

# **Thurlton Primary School**

## **Policy Statement for**

## **Behaviour and Anti-Bullying policy**

## **including statement of behaviour principles**



Based on the model policy published by The Key November 2023

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# Contents

1. Aims .....	2
2. Definitions .....	3
3. Bullying .....	4
4. Roles and responsibilities .....	5
5. School behaviour and pupil code of conduct.....	6
6. Responding to behaviour.....	7
7. Behaviour Management .....	8
8. Serious sanctions .....	9
9. Pupil transition .....	9
10. Training .....	9
11. Monitoring arrangements.....	10
12. Links with other policies .....	10
13. Legislation, statutory requirements and statutory guidance.....	10

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment
- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community
- Outline how positive relationships and clear routines will support us with rewards and sanctions

Thurlton Primary School's behaviour policy is an all-encompassing set of expectations for children, staff, parents, governors and visitors. We encourage positive behaviour choices for the good of the individual and wider community.

Our approach to dealing with behaviour is underpinned by our vision and values and our understanding of the six principles of nurture, one of which is all behaviour is communication.

We understand that all children make the wrong choices at times and present with unwelcome behaviour. We do not apportion blame, instead we use the language of choice and restorative justice to support children in taking responsibility for and understanding the impact of their actions.

When conflict arises between individuals within our community we will aim to resolve it using a range of approaches including informal conversations, formal, planned, conferences which may include parents.

We also use a 'de-escalation script to support our pupils in moderating their behaviours.

De-escalation script:

- Child's name
- I can see something's wrong/ happened
- I'm here to help
- Talk and I'll listen
- Come with me and .....

The behaviours we expect from all pupils and staff are facilitated through positive relationships and clear routines which everyone knows and understands. Good behaviour choices are noticed, appreciated and commented on.

We aim to implement a stepped response to incidents of undesirable behaviour, and reasonable adjustments are made for children with special educational needs.

The steps are as follows;

Reminder	Caution	Last Chance	Reset	Repair
A reminder of being 'ready, respectful, safe' in all behaviours. This is delivered privately wherever possible and repeated where reasonable adjustments are necessary. Take the initiative to keep things at this stage.	A clear verbal caution is delivered privately wherever possible, making the pupil aware of their behaviour and clearly outline the consequences should they continue. Use 'Think carefully about the next step'	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Ask the pupil to stay behind for 2 minutes – this is not negotiable.	This is a short time outside the room or at the side of the field of play. It is a few minutes for the pupil to take a minute, breath, look at the situation from a different perspective and compose themselves.	This might be a quick break time chat or a more formal restorative meeting. This step is essential to ensure all parties feel valued and listened to. See policy p6

We have high expectations of children's academic achievement, and we foster a positive attitude to learning in school, where all children are expected to do their best. At times it may be appropriate to send work home that has not been completed to a satisfactory standard during the school day.

Exclusions are always a last resort. At times it may be appropriate for a child to work in a class other than their own (internal exclusion), this may happen in situations when there is persistent challenging behaviour which is affecting the learning of others and the usual behaviour support strategies are not proving effective. Where suspensions are necessary, we follow the Norfolk County Council Exclusion Guidance, a copy of which is available from the school office.

## 2. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and inappropriate language

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism/ Theft/ Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes or vapes, 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)

### 3. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, use of violence
Prejudice-based/ discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Pupils are encouraged to report any incident which they may feel is bullying, to an adult in school. Staff are trained to be alert to all signs of bullying and to act promptly and firmly against it.

**The following strategies are used to ensure a positive ethos where children and parents feel secure to report incidents of bullying immediately:**

- Ensuring all staff and pupils understand what bullying means, including what a bully is, what a victim is and what the role of a bystander is
- Making clear that a zero tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales
- Ensuring parents know they can report incidents to any member of staff, by requesting a meeting, emailing the office or approaching a member of staff at the start or end of a school day
- Incidents are taken seriously, recorded, investigated and if necessary, acted upon, with clearly defined procedures.

**These strategies will be implemented through a range of measures including the following:**

- Promoting anti-bullying strategies with regular external input
- Addressing anti-bullying issues as part of the P.H.S.E programme
- Including stories with an anti-bullying message as part of our assemblies

**The following steps may be taken when dealing with incidents:**

- If bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately
- Staff will make sure the victim(s) is reassured and feels safe
- Staff will listen to and speak to all children involved about the incident separately
- The problem will be identified and possible solutions suggested
- Staff will encourage a problem solving approach which moves children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils

- Staff will reinforce the message that bullying behaviour is not tolerated at Thurlton Primary School
- Appropriate action will be taken quickly to end the behaviour
- Sanctions deemed appropriate will be applied
- If possible, the pupils will be reconciled
- If necessary, support will be given to the bully (bullies) to help them understand and change his/her behaviour
- A member of the SLT will be informed of the incident and the action taken
- Parents of both parties will be informed and invited to come in and discuss the problem
- After the incident has been investigated and dealt with, each case will be monitored to ensure a successful outcome
- The Headteacher will be informed of all incidents, if not already involved

#### **Advice to pupils**

- Treat each other with kindness and respect
- If you think someone is being bullied- help them and tell an adult
- If you are being bullied TELL SOMEONE!
- Speak to your teacher – don't exaggerate, be honest and stick to the facts.
- Write it down or draw a picture if it helps you explain.
- If it does not stop – tell the teacher again

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **4.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly using CPOMs

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **4.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour

#### **4.5 Pupils**

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards and the consequences for behaviour
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with reminders wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

### **5. School behaviour and pupil code of conduct**

**In our school pupils are expected to:**

- Follow our school values
- Represent the school by wearing uniform with pride and being tidy in appearance
- Do all class work and homework as well as they can
- Be polite, thoughtful and respectful towards others
- Accept responsibility for the things they do and behave in a safe way
- Take good care of the building, equipment and school grounds
- Tell a member of staff if they are worried or unhappy

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

#### **5.1 Mobile phones**

Pupils are not permitted to have mobile phones in school.

Should any pupil need to have a mobile phone in order to be able to communicate with a parent outside of school hours, it must be handed over to the safe care of an adult when they arrive in school and it will be returned to the pupil at the end of the school day.

## **6. Responding to behaviour**

At Thurlton Primary School each class agrees class rules including behaviours and expectations each year.

Every Friday we hold a celebration assembly where a child from each class is presented with a certificate in each of the areas below:

- Star- for a pupil who has worked hard and we are proud of the work they have produced
- Diamond – for effort, resilience and perseverance
- Superhero – for going above and beyond, showing kindness/ helpfulness/ consideration.

These children are also recorded in the weekly newsletter.

All staff give verbal or written praise as often as possible.

For pupils who need additional support with behaviour, if appropriate, they will work with school staff to complete a behaviour booklet on a session by session basis.

Pupils will be asked to complete work that they have not done due to inappropriate behaviours in class impacting on the completion of work. This will be completed with the class teacher during lunchtime.

Staff at Thurlton Primary School value the input of parents and seek to work in collaboration and cooperation with families to ensure behaviour expectations are consistent and understood between home and school.

Parents will be contacted as soon as is appropriate to ensure we are working together in all aspects of behaviour management.

### **6.1 Rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Class reward

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time: pupils discuss their inappropriate behaviour with a member of staff and spend some time reflecting on how they can respond differently.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Sending the pupil out of the class (with adult support for a defined time and with a purpose)

Pupils may be sent to an appropriate space during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### **6.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

## **7. Behaviour Management**

### **7.1 Classroom management/ De-escalation strategies**

All staff are responsible for setting the tone and context for positive behaviour within the school.

Strategies to use include:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Developing a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a consistent approach for dealing with low-level disruption
  - Using positive reinforcement
  - Understanding that all behaviours are communication

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **7.3 Reasonable force**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents/carers
- Only be administered by those who are Norfolk Step Up trained

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

### **7.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support/ advice will be sought from specialists to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **7.4 Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation.](#)

## **7.5 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will follow the procedures in this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

# **8. Serious sanctions**

## **8.1 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

# **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools

# **10. Training**

Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are Norfolk Steps trained every 2 years.

Behaviour management will also form part of continuing professional development.

A staff training log is available from the school office.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher, staff and the local governing board annually. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy

Recommended further reading:

- 'When the adults change everything changes' by Paul Dix
- 'Better Behaviour' by Jarlath O'Brien.

## 13. Legislation, statutory requirements and statutory guidance

This policy complies with our funding agreement and articles of association.

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [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 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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

## **Appendix 1: written statement of behaviour principles**

**In our School, everyone will show care, courtesy and consideration for others at all times.**

**This means that:**

- Children have a right to learn
- Teachers have a right to teach
- Noise levels will be appropriate to the situation and task
- Movement around the School will cause no disruption to others
- Property and the environment will be looked after and respected
- Everyone will behave calmly and in an acceptable manner
- Bullying, in any form, will not be tolerated