Behaviour and Anti-Bullying Policy

Bilton C of E Junior School

Date	Review Date	Responsible governor
Autumn 2025	Autumn 2026	

Responsible person	Head of School – Bilton C of E Junior School	Date:	03.09.2025

Introduction

Bilton C of E Junior School (BJS) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We do this through the use of restorative practice which means we focus on building positive relationships between all members of our community.

Our behaviour policy guides staff to teach self-discipline not blind compliance supported by our Christian values. We understand that behaviour skills develop over time and can be taught.

Aim of the policy

We are ambitious for all our children as they journey safely through our school.

Our children will become successful learners, confident individuals and responsible citizens of our community and the wider world. They aim to be 'lights to the world.' Matthew 5:14

Our core Christian values of: Respect, Kindness, Forgiveness, Honesty, Friendship and Perseverance, underpin everything that we do.

Respect: Respecting all who are part of our community
Care: To build a community which values kindness, care and empathy for others.
Resilience: To persevere through challenges (be they academic, social, sporting or musical) to be the best they can be and to be ambitious for their future.
Honesty: To reflect honestly on our mistakes and understand how they impact others.
Forgiveness: To remember that we are all God's children who make mistakes at times. We need to know we are forgiven and are able to start again.
Co-operation: To embrace the differences that make each person special and knowing that all are welcome at BJS.

The objectives of the policy are:

- To create a culture of excellent behaviour

- To ensure that staff, learners and parents clearly understand the agreed boundaries of acceptable behaviour.
- To maintain a calm and purposeful working environment
- To ensure that all adults take responsibility for managing behaviour and personally follow up any issues.
- To equip the children with all of the skills required to recognise and manage their emotions and develop resilience.
- To help learners become self-disciplined, take control over their behaviour accept responsibility for their actions and make positive choices.

School Rules

We have three school rules that everyone is expected to follow. These are: **Be ready. Be respectful. Be safe.** These rules are discussed with the children and each class creates a class charter each year to show what their behaviour may look like when they are ready, respectful and safe.

Examples of these are:

Be ready: arrive at school on time, have equipment ready in lessons, show that they listen to others, offer their own ideas and line up quickly and quietly.

Be respectful: speak to everyone with respect, listen when others speak, and respect our own, others and school property.

Be safe: move around the school /class in a safe manner, follow instructions to keep safe in school and on trips, use equipment safely and stay safe online.

Roles and Responsibilities:

All staff will:

- Meet and greet at the door.
- Refer to 'Be Ready. Be Respectful. Be Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use an approach that recognises positive behaviour throughout the day.
- Be calm and give 'take up time' when going through the stepped approach. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Use principles of Restorative practice with all pupils.
- Ensure that there is consistency in approach when managing behaviour across the school.

Senior leaders will:

- Be a visible presence around the school and especially at transition times
- Celebrate staff and learners whose effort goes above and beyond expectations
- Support staff in managing learners with more complex needs
- Support and empower staff to have restorative conversations
- Recognise and reward positive behaviour and promote others to do the same.
- Stand alongside staff members showing a united front and empowering them to take ownership of the behaviour within their own class.
- To use behaviour data to monitor school-wide policy and practice.
- Ensure induction of new staff in this policy.

Pupils will:

- Follow the school rules of: Be ready. Be respectful. Be safe.
- Take growing responsibility for their environment, own learning and conduct.
- Be a good role model for others.
- Participate in restorative conversations (Think and Repair: TaR)
- Speak to an adult, Peer Wellbeing Mentor or put a note in the Worry Box if they have a problem they wish to discuss.

Parents will:

- Ensure that children attend school regularly and on time.
- Provide email or telephone call to explain all absences.
- Provide support for discipline within the school.
- Be realistic about their children's abilities and offer encouragement and praise
- Participate in discussions concerning their children's progress and attainment
- Reinforce the expected standards of behaviour on the school site with their own children
- Model the expected behaviour while in and around the school site.
- Be willing to have honest conversations with the child's class teacher about behaviour.

Our Approach at BJS

At Bilton C of E Junior School we treat every child fairly, consistently and with unconditional respect. Every adult on the school site from the midday play leaders to the admin staff, the teachers, LSAs and senior leaders should follow the same consistent approach to managing behaviour. It is everyone's responsibility to promote a positive and orderly environment.

Transitions

At BJS, all children and staff are expected to show **wonderful walking** when moving around the school. Everyone should walk with using a quiet voice, their heads up and a purposeful stride. They should walk on the left hand side of stairs and corridors being aware of those around them particularly through doorways; always remembering to be **calm and quiet.**

When lining up inside or outside, children should stand in register order, facing the back of the head of the person in front with hands by their sides listening for instructions. **Legendary lining up.**

Procedures for Managing Behaviour

All staff should recognise that behaviour is a form of communication. Engagement with learning is always our primary aim at Bilton C of E Junior School. For the vast majority of our learners a gentle reminder is all that is needed. Praise the behaviour you want to see.

- Putting relationships first
- Taking a non-judgemental, curious and emphatic attitude towards behaviour.
- Maintaining clear boundaries and expectations around behaviour.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to help them to manage their behaviour in a positive way. All adults in school should use the reward and recognition system to encourage good behaviour including midday play leaders, admin staff and supply teachers.

Managing Behaviour

Pupils are ready, respectful and safe

Pupil begins to show signs of **low-level disruption** (chatting, off-task, fiddling with equipment)
Friendly check-in with using positive body language "Are you okay?" "How can I help you?"
Refer to individual behaviour plans if already in place/SEND needs where required.

Pupil continues to show signs of low-level disruption
Go to the pupil without drawing attention to them whenever possible. Quietly but firmly tell them, "I notice you are…." Playing with the equipment/not listening to instructions…Stop, thank you. You are not following the rule (be ready, be respectful, be safe). Offer support and encouragement with a smile to remind them of the positive relationship you have with them and then move away giving them time to make the change needed.

Behaviour escalates (or low level disruption continues over multiple sessions/days)
A clear verbal warning, related to be ready/be respectful/be safe delivered privately if possible. If another adult is present in room, one adult should unpick the behaviour with the child. Do they understand the work? Do you need a few minutes out of the classroom to regulate your emotions? What other factors could be causing this behaviour? Pupils asked to stay behind for up to 5 minutes during break/after the lesson for a Think and Repair restorative conversation with an adult.
Track the behaviour on CPOMs from this point.

No improvement in behaviour during the lesson.
Children who continue to disrupt the learning will be sent by an adult (if possible), with their work, to a Senior Leader where they will be provided with a place to continue their work for the rest of the lesson. Any missed work will be completed during break time (max 15 minutes) or sent home. Parents will be informed on the same day via text message (and a record kept on CPOMS).

A child has been sent to a member of SLT 3 times within half a term
School will contact the parents to organise a meeting to discuss their child's behaviour with the teacher, the child and SLT member. During this meeting, a behaviour support plan may be implemented. This will be led by the class teacher who is the expert on the child in school and fully supported and reinforced by the parent/carer. This will be developed and agreed with the parent(s) of the child. Any child on a behaviour plan may be excluded from activities in which their behaviour represents a risk to their own safety or the safety of others. Cover will be provided to allow for this meeting.

No improvement in behaviour which continues to impact on the learning of others
Class teacher to modify behaviour plan. What is not working and why? Pupil and parents informed that the next stage will result in a fixed term suspension by the Head of School.
Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings may be held between the school, pupil and their parents, and other agencies if relevant, where necessary. In the event of a serious incident, action will be taken immediately.

Managing behaviour during break and lunch times

Be safe, be ready and be respectful.

Low-level behaviour	Possible solution	Not working? Where to go next…
Friendship issues	Use Think and Repair questioning to understand how the disagreement has come about and how it might be resolved. Listen to all those involved and support the children to repair their relationship.	Report to lead lunchtime supervisor who will follow up with the children concerned. If the matter remains unresolved suggest the children play an adult led game but reassure them that you will help to sort the issue out. Speak to the class teacher for further advice at the end of lunchtime.
Disagreement over equipment	Use Think and Repair questioning to understand how the disagreement has come about and how it might be resolved (reiterating the importance of sharing). Listen to all those involved and remind the children	Remove the equipment from the scenario. Inform Lead lunch time supervisor.
Running in the dining hall	Praise children who are walking sensibly. Remind children of the three rules, particularly 'being safe' and explain gently why this can be dangerous. Ask the children to return to the starting point and walk sensibly.	Inform Lead lunchtime supervisor who will sit and speak quietly to the child who then walks to line up. Still an issue inform SLT.
Talking too loudly in the dining hall	Praise the children who are being quiet. Remind the children to use their indoor voices. – This is so everyone can feel safe and their voices can be heard.	Child moved to overflow tables if continues to be very loud

Medium-level behaviour	Possible solution	Not working? Where to go next…
Verbal altercation (e.g. being unkind or rude to other children)	Use Think and Repair questioning to understand everyone's perspective. Link to rule of 'Be respectful'.	Report to lead lunchtime supervisor who will follow up with the children concerned. Feedback to the class teacher
Inappropriate use of /damage to equipment	If using equipment incorrectly, gently remind children of the 'respectful' rule and model correct use if required. If damage has occurred on purpose use Think and Repair questioning to understand the root cause of the behaviour. The child may need time to calm before a TaR can happen. Remind child of importance of 'respecting' equipment	Remove the equipment from the scenario. Inform Lead Lunch supervisor and SLT if needed.
Failure to demonstrate 'Legendary Line ups'	Praise the children who are doing the right thing. Remind the children who are not lining up of the rule of 'ready' and that if they are not showing 'Legendary Line ups' then	Start of next lunch or break slot children practice lining up for class teacher or lunch staff.

	they will spend part of the following break or lunchtime practicing. This must be the specific children who are not lining up correctly.	
Not using table manners (e.g. being careless or inappropriate with food e.g. throwing food, interfering with other pupil's food.)	Praise children who are showing good manners. Remind others of the three rules particularly 'being respectful'.	Inform Lead lunchtime supervisor who speaks quietly to the children concerned. Child moved to overflow tables Still an issue inform SLT.

High-level behaviour	Possible solution	Not working? Where to go next…
Any high level behaviour must be reported and recorded on CPOMS by the Lead Lunchtime supervisor at the end of each lunchtime.		
Physical altercation (e.g. pushing during sports game, hurting another child)	If the behaviour is dangerous, blow whistle and ask child to stop. Show the children you are calm and try to de-escalate the situation. Use the 'walk and talk' strategy to remove the child from the situation. When the child is ready remind them that every adult's number one job at BJS is to keep them safe. When the child is calm use TaR questions to understand the situation with all children involved.	Seek Lead lunchtime supervisor to conduct TaR if needed. Feedback to class teacher and discussion around whether parents should be updated and who will do this. Send for SLT s required.
Verbal altercation (e.g. swearing/homophobic/sexist/racist language	When the child is calm use TaR questions to understand the situation with all children involved. Alert class teacher, racist incident form completed through office.	Seek Lead lunchtime supervisor to conduct TaR if needed. Feedback to class teacher Feedback to class teacher and discussion around whether parents should be updated and who will do this. Send for SLT as required.
Refusal to follow adult instructions after reminders of 'Be safe, be ready, be respectful.'	Seek assistance from SLT.	SLT or class teacher to phone or email home dependent on behaviour.

*****Children with EHCPs or specific needs may need their own plan for lunchtimes, (PIP) which will be shared with lunchtime supervisors.

SEND/SEMH needs

Pupils with emotional and behavioural difficulties will have personalised targets drawn up to meet their needs. (PPTs). Some children are likely to have a regularly reviewed PIP (positive intervention plan) in place. The PIP should be shared with all staff that come into contact with the child.

All children can engage in restorative practice, however we recognise that some children need time to be ready to re-engage in the process to achieve positive results. To support children the PACE approach (playfulness,

acceptance, curiosity, empathy) will be used with an emphasis on nurture rather than reward, punishment or separation from the group. Recognising signs and triggers and early intervention with change of face/scene may help to prevent dysregulation. If a child needs to be removed from a room or situation, this will have a positive emphasis and will focus on re-establishing a calm state and re-connecting with key adults. Engagement with external agencies may be sought.

Managing dangerous behaviour

Reasonable Force

The DfE document ' Use of reasonable force: Advice for head teachers, staff and governing bodies' July 2013 provides detailed advice. The key points of the document are:

- All members of school staff have a legal power to use reasonable force.
- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Some examples of when reasonable force can be used are:

- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a pupil from attacking another pupil or member of staff, or to stop a fight.
- Remove a disruptive pupil from the classroom where they have refused to follow instructions to do so

At Bilton C of E Junior School, teachers and LSAs are trained in TeamTeach positive intervention.

Suspensions and Exclusions

See statutory DFE guidance, 'Exclusion from maintained schools, academies and pupil referral units in England' Sept. 2017.

Fixed Term Suspensions

Bilton C of E Junior believes that, in general, external suspensions are not an effective means of moving behaviour forward.

However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head teacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Head teacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has made a mistake it is expected that they will be welcomed when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Bilton C of E Junior School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

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

- ✓ Taking part in any school-organised or school-related activity or
- ✓ Travelling to or from school or
- ✓ Wearing school uniform or
- ✓ In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- ✓ Could have repercussions for the orderly running of the school or
- ✓ Poses a threat to another pupil or member of the public or
- ✓ Could adversely affect the reputation of the school.

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes and vapes
- Fireworks
- Inappropriate images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

<u>Anti-Bullying Policy</u>

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff. We are committed to listen to pupils and parents who report issues of bullying and to take their concerns seriously.

Definition of Bullying

Bullying is a sustained imbalance of power in a relationship, either one to one or several to one with intent to harm verbally, emotionally or physically. Bullying results in pain and distress to the person(s) involved.

• The Department for Education define bullying as: 'behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'.

Types of Bullying

An act of bullying could be:

- Verbal – Saying unkind things,
- Physical – Kicking, pushing, hitting
- Emotional – Not letting another person join in, excluding somebody on purpose
- Cyber – saying unkind things online or misusing online platforms.

Dealing with an Incident

At Bilton C of E Junior School, we use a flow chart to guide us if a report of bullying is made.

Appendix 1: Restorative Practice at Bilton C of E Junior School (Think and Repair-TaR)

Restorative Questions (Think and Repair –TaR)

Four or five questions should be used with pupils. Choose questions from the suggestions below.

What happened?

It is important to listen carefully to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.

How were you feeling at the time?

This helps the pupil to reconsider their actions and replay their thought processes. (SEND children may need visual prompts and find it difficult to describe their emotions)

What have your thoughts been since?

This allows the pupil a change in attitude, shift in explanation or possibility of an apology.

Who else has been involved and how were they affected?

The child may initially think it is only them but with encouragement they can be helped to see the bigger picture. You are teaching them to use their conscience and develop empathy with others.

What should we do to repair the situation?

This is the point where the child may offer an apology, but don't force them. Even if an apology is the 'obvious' next step from an adult perspective, resist insisting on one as a forced apology is of no worth.

How can we do things differently in the future?

This will encourage forward thinking and visualisation. Pupils will be more aware of their choices.

Are you happy that this has been resolved?

Always end the conversation by checking that every individual involved has felt their voice has been heard and an agreement reached that they are happy with.

Appendix 2: Scripts and sentence stems to support managing behaviour

Emotion coaching

I'm sorry to see you are upset.
I'm wondering if you are (sad/angry… give the appropriate emotion)
It's okay to feel sad but it is not okay to (set a limit on the behaviour)
I'm thinking about what we could do to sort this out. What are your ideas? (TaR)

Reframing confrontation

I understand … (that you were sad/angry/…)
I need you to … (come and have a TaR with me so we can sort this out)
Maybe you are right (maybe I need to speak to the other children involved too)
I've thought the same before… (but we need to focus on …)
I hear you… (I know it is not easy but I know you can…)
Be that as it may… (I still need you to join in with the group)

Things to do when a pupil finds it hard to talk about the situation
Try using:
1-5 or 1-10 scales: On a scale of 1-10 how angry were you?
Imagine if there were a way of (putting it right/going back and doing things differently) what would they be?
Offer a postponement and some support if the child is not ready to engage or speak with you. 'I can see you aren't quite ready to talk. Do you need a few minutes? Would you like (a friend/LSA) to sit with you and help you.

In class when behaviour escalates or continues to disrupt the class.
I have noticed that you are... (Having trouble getting started, wandering around ...) right now.
At BJS, we… (refer to one of the three school rules – Be ready. Be respectful. Be safe)
Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) and stay with me for 5 minutes after class/during break for a TaR.

Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
That is who I need to see today...
Thank you for listening... then give the child some ‘take up’ time.