Brundall Primary School



Behaviour and Anti-Bullying Policy Our Consistent Approach to Behaviour Management.

At Brundall Primary School the aim is to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits for every child. Our school culture builds a sense of connectedness, focus, acceptance of emotions, develops warm relationships and celebrate differences. Building relationships with our children is at the heart of this policy and our staff understand that their behaviour impacts the behaviour and attitude of children. All staff are expected to support the school aims and to work as a community to build this culture and environment. From adults we expect the highest standards of personal conduct so that they can model the desirable behaviours and show our children that - despite finding some situations difficult - there is always an appropriate way forward.

Our behaviour policy guides staff to teach self-discipline not blind compliance. The emphasis is on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. We understand that skills around behaviour are learned in both school and other environments. As such, we recognise that each individual child is at a different stage of social learning and has a unique life experience. 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 people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour. Underpinning this policy are the Steps principles

i. Consistency is key
ii. Everyone is responsible for promoting positive relationships
iii. Positive language is prioritised
iv. Relationships are vital
v. Behaviours are communication.

The basis of this policy is that all children and staff have the following rights;

Every pupil has:

- The right to feel safe
- The right to be treated with respect
- The right to express feelings and opinions without fear of ridicule
- The right to receive a quality education.

Every member of staff has:

- The right to teach
- The right to be treated with respect and value
- The right to feel safe

Similarly, our families have:

- The right to know their children are safe
- To be sure that their children are treated fairly and with respect
- The knowledge and understanding of the school's approach to managing behaviour.

Through the policy we aim to:

- Ensure a consistent use of language and emphasis the importance of creating a calm approach for managing behaviour.
- Ensure that all children are treated as individuals, shown respect and that good relationships are promoted.

- Support children to become responsible for their behaviour and recognise the consequences of this. This may require creating behaviour support plans for individual children to support them to be able to meet behaviour expectations.
- Developing a range of proactive and positive tools for staff to use in supporting children who may be displaying behaviours that challenge or harm.
- Ensure there is a structured school environment with clear expectations of behaviours and routines that are well communicated.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and families. Where necessary, explicit teaching of desired behaviours will take place.
- Ensure that there is quality first teaching and the curriculum meets need with adaptions as required to support children with SEN and other vulnerabilities.
- Ensure that all adults take responsibility for behaviour management and follow up any issues personally. Senior leaders and pastoral staff are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.
- Encourage a positive, calm and purposeful atmosphere and environment where pupils can learn without limits.
- Ensure our pupils and all adults are polite and considerate of others' feelings.
- Provide a framework which supports our children either to change behaviours to remain in class or to re-engage with learning at the earliest possible opportunity after a reset has been required. An individual support plan may be used.
- Engage with any child on the school site who is obviously finding self-regulation difficult, regardless of year group being mindful of the situation.
- Ensure all children feel safe and secure in school.

As a school community through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills and specific strategies for children to solve conflicts peacefully
- Enable children to recognise, understand and respond to a range of feelings
- Develop vocabulary to enable children to express feelings verbally rather than physically
- Ensure children are aware of the consequences of their words and actions towards themselves and others.
- Use circle groups to give children a voice in our school.

Our behaviour policy is built on a consistent approach across all areas of the school. Our school rules are easy to understand, easy to follow and easy to remember:

Be safe, kind, honest and resilient.

Senior leaders will:

- Be a visible presence around the site and especially at changeover times (beginning and end of lunchtimes)
- Encourage use of positive communication
- Ensure staff training needs are identified and met
- Share good practice
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly implement and review provision for children who fall beyond the range of written policy

The role of the family

Active family involvement is welcomed, appreciated and deliberately encouraged. It is vital that children's families are closely involved in supporting the implementation of our strategies.

It is the responsibility of both the school and parents to foster good values and to enable children to develop acceptable views of right and wrong. For parents this means:

- Encouraging their child to develop a positive attitude towards a diverse, multi-cultural community by setting a good example at home.
- Communicating with their child's teacher and other staff, aiming to be positive and productive, working towards moving their child on in their learning.
- Ensuring that all dealings with school staff are conducted calmly and in an acceptable manner.
- Ensuring that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected promptly at the end of the day.

Language around Behaviour

We understand that a common consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave and creating a proactive approach to managing behaviour. We use the terms *behaviours that challenge or behaviour that harm* when discussing a child and any incidents or concerns. We do not use difficult/dangerous/violent when talking about a child and behaviours that we have seen. The language such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should consider the language they use when recalling an event either in person or on CPOMS. Conversations should follow a script and adults should endeavour to lower themselves to the same height as the child or group of children. Scripts we use most frequently are included in this document.

Rewards and Recognition - The Positive Consequences

We recognise and reward children who go 'above and beyond'. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated.
Where the teacher is specific about the reasons for which recognition of positive behaviour and/or praise has been given/earned, the behaviour is more likely to be repeated as a consequence.

It is the key to developing positive relationships, including with those children who are the hardest to reach.

Recognition/Rewards at Brundall Primary include:

- The use of praise – verbal and non-verbal acknowledgement and encouragement. The use of positive comments to help instil a culture of learning.
- Display of work within the classroom, main corridor and on social media.
- Raffle tickets are awarded to children who demonstrate a great attitude and resilience to their learning and behaviour. This might include children who have exceptional manners or put others needs above their own. They are given to children for going 'above and beyond' and during celebration assembly one is chosen at random and awarded a book voucher.
- Positive communication with parents - this could be a text message, phone call or postcard.

When praise is not enough

Good behaviour has to be taught, regularly reinforced and attention drawn to those who model it in order for the desired standard of conduct to be understood.
A positive and patient approach is necessary in order to develop a good working relationship with children that will lead to positive responses. There will still be occasions, however, when children do not demonstrate an acceptable standard of behaviour. All staff are to follow our school approach.

Steps towards re-engagement

The system is designed to support children to regulate their own behaviours, enabling them to stay in class with no detrimental effects on their own, or others, learning. If learning continues to be disrupted, then further steps may have to be taken to ensure the best outcomes for all children in the school. The Tiers we have adopted in school make this very clear for the whole community.

Step 1 - Gentle encouragement / gentle accountability
Gentle encouragement - a 'nudge' in the right direction. Use positive praise. Use a quick private reminder or look. Make the child aware that you have noticed them. Be explicit in your expectations and instructions. Offer strategies to enable the child to do the right thing. Use scripts which encourage children to take responsibility for their own behaviour. Praise children who are following the expected behaviour. *Remember to… I've seen you …. (lining up) Last week I saw you …. (note something positive) What have you been asked to do? What was the instruction around...? What should you do when…?*
Step 2 – Reminder of expectations / accountability of choices - private where possible
A reminder of the expectations - 'Be kind, safe and honest' reminder to the children. The adult should endeavour to lower themselves to the child's height. The adult makes them aware of their behaviour. Use scripts which encourage children to take responsibility for their own behaviour. Offer strategies to enable the child to do the right thing. The adult asks the child The child has the choice to do the right thing. *I need you to… What have you been asked to do? What will show me that you are being an amazing learner? Thank you for listening (and withdraw, allowing the learner time to comply). I noticed you are…. (having trouble sitting where I asked etc.) In the classroom/playground we agree that… (no running/no swinging on…) You have chosen to… to see you doing that now (name) – thank you.*
Step 3 - Clear verbal caution
A clear verbal warning is given to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Give the child the opportunity to do the right thing. Offer strategies to enable the child to do the right thing. Children will be reminded of their previous good conduct to prove they can make right choices. Use scripts for this… *I've noticed that* … remind learners of previous success e.g. *(Child) this is your verbal warning if you carry on doing this your consequence will be … You can make the choice to …. Do you remember last week…? What can you do to show me and yourself that you are an amazing learner in the classroom. I need you to… this is your last chance before I ask you to leave the classroom to reset. Thank you for listening to me. Are you keeping yourself safe & are you keeping others safe?*

Step 4 - Reset Time
Reset Time: At this point the child will need to be given the opportunity to re-set outside of the classroom – with a timer. This could be a quiet space or even a walk to relieve tension. *I've noticed … I need you to take some time in … Thank you for listening. You have chosen to … so you will need to …* *What do we need to see to know you are ready to come back into the classroom and be an amazing learner? How can I help you be ready to come back into the classroom?* All re-sets need to be *logged on CPOMS.* After a reset, a restorative conversation needs to be had with children. This should be at a natural break in the session or at playtime/lunchtime not at the point that the child is ready to re-engage with the lesson. Questions discussed include: *What happened? Who has been affected by your actions? How did those people feel? What behaviours will each person show next time? Emotion cards will be used if appropriate to support the conversation. Do you think this is a fair consequence? Do you think the resolution is fair?*
It is important that children feel listened to and are given the opportunity to talk about what has happened. Children who feel frustrated about how a situation has been dealt with may need a follow up conversation and an explanation of what has happened and why. It may be appropriate for children who have 'fallen out' to spend some time together to ensure that relationships have been mended – this may include staying in during a break time but playing with Lego for example to help rebuild and move on. If children are sent for a reset 3 times in half a term they need to move to Tier two. This is the responsibility of class teacher.

Appropriate consequences during break and lunchtime:

During times of the day when the children are not in structured lessons, the same approach to behaviour is taken. Positive praise/recognition and the rewards outlined are all relevant. Rough play is not permitted and the school does not tolerate physical aggression. In cases where children engage in physical contact and this results in harm or distress to any person, consequences are given.

Consequences can include:

- Missing outdoor break and lunch time for a set period of time.
- Gradual reintegration back onto playground with adult support if and when required.
- Parents invited in for a meeting in order to discuss consequences and expectations.
- Suspensions including lunchtime suspensions

Where attempts to manage normal break and lunchtimes have not been successful over a period of time the school will limit time spent outside.

The Tiered System of Behaviour Support:

Behaviours in school are monitored by the Senior Leadership Team. There are occasions when some children need individually tailored support beyond that of the embedded classroom system in order to help them learn how to regulate their own behaviours. In these cases, the following tiered system

is in place: The majority of our children at Brundall Primary School and Nursery are catered for within Tier 1.

Tier 1

Behaviour is managed in class following our stepped whole school approach. This includes appropriately differentiated work, check-ins, nudges, reminders and re-sets. This is set out and explained in the above section. Positive praise/recognition and restorative conversations are used to support behaviour in school. We have a clear stepped approach.

Tier 2

This Tier is intended for children who are not responding to embedded classroom management. Advice should be sought from SLT in the first instance to discuss behaviour support and strategies. At this point the teacher will ensure that incidents are being reported to parents. Teachers are to organise a parent meeting to discuss behaviour. The teacher is to complete an ABC - Antecedent, Behaviour, Consequence[1]- chart if needed which will identify trigger points and patterns in behaviour. From this, behavioural targets[2] are set for three weeks and are shared with all. This is different to a behaviour plan. These targets are monitored weekly by the class teacher in communication with the family. This could be called a 'catch me being great' chart.

Tier 3

If the behaviour continues the teacher will meet with SLT to devise a behaviour plan. These plans will be shared and reviewed weekly by teachers and SLT. For some children these will remain in place to manage behaviour if successful. The class teacher will ensure that all adults are aware of the plan. The plans will be reviewed after three weeks and the next step will be decided. If successful, the plan will remain in place until the behaviour seen is consistently in-line with expectations. If the behaviour continues and the plan is not successful further intervention including observation by SENCO or SLT to support.

Tier 4

This Tier is for children who have been through the process of Tier 2 and 3 and it has had no impact and there is no reduction in resets or for children whose behaviour has necessitated a suspension or an exclusion.

A formal meeting will be held with class teacher, SLT and Head of School. There could be possible external agency involvement. Previous plans will be reviewed and a new Intensive Support Plan formulated. This will be shared with parents and child outlining clear expectations and consequences.

Participation in Extended Provision and Off-Site Activities

We are committed to ensuring that all children are safe and supported in every aspect of school life, including during extended provision such as Crew Club, educational visits, and off-site events. Where a child's behaviour is considered unsafe or significantly disruptive, and where it may impact the safety or wellbeing of themselves or others, they may not be able to attend these activities. Any decision will be proportionate, based on a risk assessment, and informed by discussion with parents/carers. However, the final decision rests with school leaders. Our approach remains rooted in support and

[1] See appendix one – ABC chart

[2] See appendix two for an example of a behaviour target sheet

understanding, and we will always work with families to help children re-engage positively with all aspects of school life.

Suspensions and exclusions

At times, the school leaders may decide that an internal exclusion is an appropriate response. The family will be notified by the school and asked to attend a meeting.
Where suspensions/exclusions from school are used, these are seen as a last resort. Procedures follow DfE exclusions guidance and model policies from Norfolk County Council.

We follow the Norfolk Steps Graduated Offer of Support, which promotes a consistent, trauma-informed and relational approach to behaviour. Suspension or exclusion is not a standalone response but part of a wider graduated approach that includes universal, targeted, and enhanced support.

Suspension may be considered when:

- There has been a **serious breach** or **persistent breaches** of the school's behaviour policy.
- The behaviour presents a **significant risk of harm** to the pupil, other pupils, or staff.
- The behaviour has **not responded to targeted or enhanced interventions**, including positive behaviour plans and risk reduction strategies.
- The pupil's continued presence in school would **seriously harm the education or welfare** of others.

Suspension is a **proportionate response** and will only be used:

- After **reasonable adjustments** have been considered for pupils with SEND or other vulnerabilities.
- When **de-escalation, relational support, and restorative approaches** have not been successful or appropriate.

The Steps approach also supports:

- **Lunchtime suspensions** as a short-term measure where behaviour is unsafe during unstructured times.
- **Reintegration planning** to ensure a successful return to school, with support for the child, family, and staff.

Anti-bullying

Bullying is the deliberate, repetitive and sustained aggression by an individual or group with the intention of hurting another person(s). It occurs over a period of time and results in pain and distress to the victim(s). Bullying can occur in person or via social media platforms or other online means.
It can be:

- Physical e.g. pushing, spitting, or any use of violence
- Verbal e.g. threats, rumours, teasing
- Emotional e.g. social exclusion, tormenting
- Sexual e.g. unwanted physical contact, gestures or harassment
- Racial e.g. taunts, attacks and remarks towards children from differing racial, religious or cultural backgrounds

Measures to Prevent Bullying

We implement strategies to educate children and avoid bullying. Our children are empowered through an understanding of what bullying is and what bullying isn't; their right to tell and to be listened to without being judged; and, with the support of adults, are made accountable for their actions and responsible for each other's safety.

The PSHE curriculum and circle time are used to give opportunities to discuss issues and emphasise everyone's right to be treated with respect and kindness. The school is involved in Anti-Bullying week each year and promotes the theme set out by the organisers of this. Children are encouraged to help each other and celebrate differences.

Responding to Suspected Bullying

At Brundall Primary School, we are committed to ensuring that all children feel safe, valued, and respected. Bullying — whether physical, verbal, emotional, or online — is not tolerated. We recognise that bullying can have a significant impact on a child's wellbeing and learning, and we take all concerns seriously.

We never ignore it

All staff are trained to be vigilant to signs of bullying and to respond promptly and appropriately. Children are encouraged to speak up if they are worried about themselves or others. We ensure that children know their concerns will be taken seriously and dealt with effectively.

We listen carefully and without assumptions

Every child involved is given the opportunity to speak in a safe and supportive environment. We listen to all accounts independently — including those of witnesses — and avoid making assumptions. Our aim is to understand the full picture before acting.

We adopt a solution-focused, restorative approach

Our goal is to stop the bullying behaviour immediately and to support all children involved. Staff work to build trust with the children and help them understand the impact of their actions. Restorative conversations are used to promote empathy, accountability, and behaviour change. Parents/carers of all parties are informed and invited to meet with staff and/or senior leaders to discuss the situation and agree on next steps.

We follow up in the short and long term

We monitor the situation closely to ensure the bullying has stopped and that all children feel safe and supported. Strategies are reviewed and adjusted as needed. Relevant staff are kept informed to ensure a consistent approach across the school day. All incidents are recorded on CPOMS, reported to governors, and reviewed regularly by the senior leadership team to identify patterns and ensure effective practice.

Racism and Discriminatory Behaviour

What is Racism and Discriminatory Behaviour?

Racism and discriminatory behaviour happen when someone is treated unfairly, unkindly, or differently because of who they are or what they look like. This can include things like:

- Skin colour

- Ethnicity or race
- Nationality
- Culture or religion
- Heritage or background
- Language or accent

These behaviours can be intentional or unintentional, and they can happen through words, actions, or even by leaving someone out.

Examples of Discriminatory Behaviour:

- Calling someone names or using slurs based on their race or background
- Making jokes or comments that stereotype a group of people
- Excluding someone from a group or activity because of their identity
- Assuming someone can't do something because of where they're from
- Treating someone unfairly in school, work, or public places because of their appearance or beliefs

Racism and discriminatory behaviours can be **explicit** (deliberate and obvious) or **implied** (subtle or unintentional), but both can cause harm. Even if something is said as a joke or without intent to hurt, it can still make others feel isolated, ashamed, or unsafe.

How it can make children feel:
Children who experience or witness racism may feel:

- Sad, angry, or confused
- Like they don't belong
- Afraid to speak up or be themselves
- Distrustful of others
- Less confident in school

We teach our children that **everyone has the right to feel safe, respected, and included**. Racism and discriminatory behaviour are serious breaches of our behaviour expectations and will be addressed in line with our policy. This includes:

- Immediate support for the child affected
- Restorative conversations to help children understand the impact of their words or actions
- Clear consequences where appropriate
- Communication with families
- Recording and monitoring of incidents

We also actively teach about diversity, inclusion, and anti-racism through our curriculum, assemblies, and everyday interactions. Our aim is to help children develop empathy, celebrate differences, and stand up for what is right.

Responding to Racist and Discriminatory Incidents

At Brundall Primary School, we take all incidents of racism and discriminatory behaviour seriously. These behaviours, whether implied or explicit, is a serious breach of our behaviour expectations and is addressed promptly, consistently, and supportively.

What we do when a racist or discriminatory incident occurs:

1. Immediate response
    - The incident is addressed as soon as it is identified.
    - Staff speak with the child or children involved using calm, restorative language.
    - The child affected is listened to, supported, and reassured that the school takes the matter seriously.
2. Investigation and recording
    - The incident is investigated by a member of staff, and where appropriate, a senior leader.
    - A factual record is made on CPOMS, using appropriate, non-inflammatory language.
    - The incident is logged as a racist incident and monitored by the senior leadership team.
3. Restorative approach
    - A restorative conversation is held with the children involved to help them understand the impact of their words or actions.
    - Staff support the child who caused harm to reflect, repair, and learn.
    - Where needed, further teaching or support is provided to address gaps in understanding or empathy.
4. Communication with families
    - Parents/carers of all children involved are informed.
    - The school works in partnership with families to ensure a consistent message and to support learning and reflection at home.
5. Follow-up and monitoring
    - The child affected is checked in with regularly to ensure they continue to feel safe and supported.
    - The incident is reviewed by senior leaders to identify any patterns or wider concerns.
    - If necessary, curriculum or whole-school responses (e.g. assemblies, PSHE lessons) are used to reinforce anti-racist messages.

We are committed to ensuring that all children feel safe, respected, and included. Racist and discriminatory incidents are not tolerated and are used as opportunities for education, reflection, and change.

Managing Pupil Transition

Managing pupil transition between schools is important in minimising disruption to learning and pupil support during these periods requires special attention. Regular meetings occur between Brundall Primary School and local pre-schools. Brundall Primary School liaises closely with our feeder High Schools in order to ensure effective transition. Extra opportunities for transition are built in for vulnerable children in order to make the move as easy as possible. These opportunities will vary for those children not transferring to the usual feeder schools

Reasonable Force

The right of teachers to use reasonable force is laid down in the Education and Inspections Act 2006 and the SLT must ensure that staff are aware of and properly understand what this right entails.

All staff have been authorised by the SLT to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following;

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

As there is no legal definition of reasonable force, the following must be considered when making any judgement:
It will always depend on the circumstances of the case.

- Staff have a duty of care to children, but are not required to put their own safety at risk.
- The school starts from a 'no contact' position.
- Incidents where force is used should be recorded and parents informed. Staff must retain a written record of any event that is not routine (retained for an appropriate time scale, in case of future enquiry).
- That it is unlawful to use force as a means of punishment.
- The degree of force must be in proportion to the incident. It must be the minimum force needed to achieve the desired result.
- The age and understanding of the child will be taken into account.
- Parents do not have the power to deny school staff the use of reasonable force with their child.

All staff have the school's complete support for carrying out the procedures listed in this Policy and in dealing with any non-routine circumstances with children or parents. Where possible, staff are encouraged to have a witness present when dealing with such circumstances. Staff receive Step On training on dealing with and managing difficult behaviour (renewed every two years). In some cases, risk reduction and behaviour plans are created around a child with a specific behavioural need. This is done in agreement with parents and is shared with all relevant staff.

Should any parent or other visitor to the school not follow this Code and display unacceptable behaviour, the following consequences will apply to that person:

- All staff have the right to refuse to speak to them
- They will be asked to leave the premises immediately
- If they refuse, the police will be called to remove them
- A written warning will be sent
- Repeated misconduct will result in their permission to enter school property being revoked and a letter of confirmation will be issued (see Appendix 1). This means they will not be permitted to attend teacher meetings, activities, functions or events

Conclusion

At Brundall Primary School, we believe that behaviour is learned, supported, and shaped through relationships, consistency, and care. This policy reflects our commitment to creating a safe, inclusive, and respectful environment where every child can thrive and learn without limits.

We recognise that behaviour is a form of communication and that every child is on their own journey of social and emotional development. Through a consistent approach, we aim to support children in

making positive choices, repairing harm, and building the skills they need to succeed both in and beyond school.

This policy is a living document, reviewed regularly to ensure it continues to meet the needs of our school community. We thank our staff, families, and children for working together to uphold the values and expectations that make Brundall a place where everyone belongs.

The whole policy, which is continually under review, is available from the School office on request.