

# BURLINGTON INFANT AND NURSERY SCHOOL

## **POLICY TITLE: Behaviour and Anti-Bullying Policy**

**Persons with Responsibility:** Michelle Docwra Inclusion Manager

### **Key Legislation:**

Education Act 2002; Equality Act 2010; Health Act 2006; The School Information(England) Regulations 2008;Voyeurism (Offences) Act 2019, Section 89 of the Education and Inspections Act 2006

### **Documents consulted:**

DfE 'Special educational needs and disability code of practice: 0 to 25 years'  
DfE 'Mental health and behaviour in schools'  
DfE 'Behaviour in schools: Advice for headteachers and school staff' (2024)  
DfE 'Keeping children safe in education' 2025  
DfE 'Searching, Screening and Confiscation: Advice for schools'  
DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'  
DfE 'Mobile phones in schools'  
DfE 'Creating a school behaviour culture: audit and action planning tools'  
National College Model Behaviour Policy (September 2025)  
DfE 'Use of Reasonable Force Guidance' (2013)  
Physical Intervention Policy, Kingston's Exclusion Guidance Booklet for Head Teachers  
Special Educational Needs Policy; Physical Intervention Policy; Safeguarding Policy;

| <b>Policy History:</b> |                |               |                                              |                         |
|------------------------|----------------|---------------|----------------------------------------------|-------------------------|
| <b>Issue No.</b>       | <b>Date</b>    | <b>Author</b> | <b>Summary of Changes</b>                    | <b>Next Review Date</b> |
| 6                      | June 2023      | MD            | Reviewed                                     | Summer 24               |
| 7                      | September 2024 | MD            | Reviewed                                     | Autumn 25               |
| 8                      | July 2025      | SYW           | Reviewed                                     | Summer 2026             |
| 9                      | Sum 2026       | SYW           | Reviewed using National College model policy | Summer 2027             |

**Approved by Governors at a meeting on :** \_\_\_\_\_

**Please refer to signed minutes of this meeting**

### **Equality Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for our stakeholders with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in our community.

# **BURLINGTON INFANT AND NURSERY SCHOOL**

## **BEHAVIOUR AND ANTI-BULLYING POLICY**

### **Our Aims:**

At Burlington Infant and Nursery School, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to promoting positive and caring behaviour, and creating a safe environment.

The school is committed to:

- Promoting desired behaviour and a culture of praise and encouragement in which all pupils can achieve.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring consistency of approach, equality, and fair treatment for all.
- Challenging and disciplining misbehaviour with reasonable and proportionate sanctions alongside support to prevent recurring misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying, and any form of harassment.
- Encouraging positive relationships with parents and developing positive relationships with pupils to enable early intervention.
- Acknowledging that behaviour can sometimes be the result of educational needs, mental health issues, or other vulnerabilities, addressing these needs via an individualised graduated response.

### **Roles and responsibilities**

#### **The Governing Body has overall responsibility for:**

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour.
- Ensuring this policy does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe, and supportive environment.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy, and ensuring this policy is published on the school website.

#### **The Headteacher is responsible for:**

- Establishing high expectations of pupils' conduct and behaviour, determining school rules, and establishing disciplinary sanctions.

- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Monitoring and reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any Social Emotional Mental Health (SEMH) - related issues that could be driving disruptive behaviour.

**The Inclusion Leader is responsible for:**

- Collaborating with the headteacher and governing body, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Overseeing the whole-school approach to mental health, leading CPD on promoting positive behaviour, and supporting staff with managing pupils with SEMH-related behavioural difficulties.
- Undertaking day-to-day responsibilities for supporting pupils with SEND, advising teachers on the further assessment of a pupil's strengths and areas for improvement, and implementing support.

**All members of staff, including teachers, support staff and volunteers are responsible for:**

- Adhering to this policy, applying it consistently, and sharing a collective responsibility for managing the behaviour fairly across the school.
- Fostering supportive relationships with pupils and treating each individual with respect, focusing on using positive language to guide pupils towards positive outcomes rather than highlighting their mistakes.
- Planning and reviewing support for their pupils with behavioural difficulties in collaboration with parents, the Inclusion Leader and, where appropriate, the pupils themselves.
- Ensuring quality first teaching, clear routines and expectations and a structured environment that supports all pupils to adhere to high expectations of behaviour in and out of the classroom.
- Teaching, modelling, and reinforcing expected behaviour, routines, and positive relationships using positive language.
- Dealing with disruption promptly, predictably, and with confidence to take proportionate action to restore acceptable standards.
- Logging behavioural incidents on CPOMS, alerting SLT, and ensuring parents feel included in the support process.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

### Parents are responsible for:

- Supporting their child in adhering to the school rules and expectations, and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### Staff induction, development and support

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules, routines, and language.
- Staff will be provided with bespoke training and CPD on the needs of pupils at the school (such as SEND and mental health needs) to enable behaviour to be managed consistently.
- The school will actively seek to identify underlying factors (e.g., family issues, trauma, adverse childhood experiences) or specific triggers affecting behavior, mechanisms for escalation, and appropriate external referral routes.
- Staff voice will be considered when refining procedures, and the SLT will review training needs annually.

### General expectations:

Appropriate behaviour ensures the respect and safety for each child and adult, and that the environment is treated with care. These behaviours show how children are following the Golden Rules and the 5 Skills (Appendix 1).

|                         | General expectations (The Golden Rules are highlighted in bold)                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consistency of approach | <ul style="list-style-type: none"><li>- <b>We observe school/classroom routines and rules.</b></li><li>- We develop positive learning behaviours.</li><li>- We work hard.</li><li>- Our adults use the same language and have the same expectations.</li></ul>                                                                                                                                                           |
| Respect for all         | <ul style="list-style-type: none"><li>- <b>We care for each other and we are helpful.</b></li><li>- We show good manners.</li><li>- We listen to each other.</li><li>- We treat each other with respect and tolerance.</li><li>- We take care of our school and each other's property</li><li>- We are honest. We admit when we have got something wrong, or have made a mistake.</li></ul>                              |
| Safety                  | <ul style="list-style-type: none"><li>- <b>We are kind and gentle.</b></li><li>- We move around the school safely and in a controlled manner.</li><li>- We follow our school's e-safety and behaviour/anti-bullying guidelines.</li><li>- We do not intentionally physically harm one another.</li><li>- We follow school rules</li><li>- We always listen to all adults in the school and follow instructions</li></ul> |

## Promoting positive behaviour

|                                                    |                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Shared language</b>                             | Staff model and use the <b>same language</b> to ensure consistency across the school. We focus on 'good walking/sitting/listening', 'kind hands/words/feet', 'good choice'. See Appendix 1: The 5 skills.                                                                                                                |
| <b>Class Rules</b>                                 | Each class establishes clear <b>class rules and well structured class routines</b> defining what positive behaviour looks like.                                                                                                                                                                                          |
| <b>Roles and Responsibilities</b>                  | Pupils are given <b>active roles</b> (e.g., Star Helpers, School Council, ECO Council, Learning Council) to promote a respectful and positive culture.                                                                                                                                                                   |
| <b>Learning behaviours within the curriculum</b>   | Positive behaviour is explicitly taught via a behavior curriculum. Celebrations highlight the 'Learning Characters', alongside Good Deed assemblies and the Good Deed board to celebrate acts of kindness.                                                                                                               |
| <b>Work in partnership with parents and carers</b> | Praise and positive behaviour are newsletters (parenting tips), parenting courses, and direct communication involving the Family Outreach Worker and Inclusion Leader.                                                                                                                                                   |
| <b>The role of adults</b>                          | Staff <b>model</b> respect, tolerance, patience and professionalism and good habits.                                                                                                                                                                                                                                     |
| <b>Recognition displays</b>                        | The Good Deed board and Learning Trees display photographs and notes celebrating positive attitudes and peer-recognised good choices.                                                                                                                                                                                    |
| <b>OPAL and Lunch time</b>                         | Outdoor Play and Learning (OPAL) is supervised by trained play leaders (SMSAs) to facilitate exploratory play, supporting self-regulation and social development during unstructured times. Children who are struggling to regulate their behaviour will be supported by adults as appropriate and on the Nurture table. |
| <b>Collaborative rewards</b>                       | Classes operate a 'jar of good choices' filled with marbles earned from lunchtime 'golden tickets' for positive behavior. Filling the jar results in a democratic whole-class treat. Children are nominated for 'Top Table' each week for good lunch time behaviour.                                                     |

## How is positive behaviour rewarded?

Praise is key to making pupils feel valued. When giving praise, staff ensure it is **Immediate**, **Consistent**, **Achievable**, and **Fair**. Staff define the specific behaviour being rewarded, focusing on effort, perseverance, and independence, ensuring praise is always sincere.

Rewards fall into three categories:

1. **Social:** Praise and recognition, e.g., a positive phone call or message home/at pick up.
2. **Physical:** Tokens, stickers, postcards, or certificates.
3. **Activity:** Activity-based rewards like extra play, free time, or sitting at the 'Top Table' with the HT/DHT.

## What is low level unacceptable behaviour?

The school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, compromising safety, comfort, or school resources. This includes, but is not limited to:

- Low-level disruption and talking in class
- Refusal to complete classwork
- Rudeness/answering back
- Failure/refusal to follow instructions
- Damage to school property, including graffiti on furniture/equipment

## Discouraging low level unacceptable behaviour

In the first instance, staff use positive reinforcement by praising the desired behaviour in nearby children to guide focus (e.g., praising 'good sitting'). If the behaviour persists, a 3-step process is followed:

|   | Steps          | Action                                                                                                                                                                                                                     |
|---|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Verbal warning | Remind pupil of the desired good behaviour using consistent language: 'Good sitting please'                                                                                                                                |
| 2 | Final warning  | Offer choice/consequence away from other pupils where possible: 'You can do good sitting now/here in class or at playtime and miss your playtime/do it outside the class in time out'                                      |
| 3 | Sanction       | Follow through with the sanction if negative behaviour persists. Discuss desired behaviour with the pupil once calm, before returning to learning. Record incident on CPOMS if this is a frequent occurrence or a concern. |

## Dealing with serious unacceptable behaviour

Low-level behaviour may be escalated to "serious unacceptable behaviour" depending on severity. The school defines this as any behaviour which causes harm to oneself or others, damages the reputation of the school, or is illegal. This includes, but is not limited to:

- **Discrimination:** Not giving equal respect to an individual on the basis of age, disability, race, religion or belief, sex, gender identity, sexual orientation, or other protected characteristics.
- **Harassment:** Unwanted, offensive behaviour violating dignity or creating an intimidating, hostile, or humiliating environment.
- **Vexatious or malicious disruption:** Deliberately disrupting other children's learning or play, tearing up work, kicking furniture, or throwing resources.
- **Bullying & Cyberbullying:** Offensive, persistent actions intended to humiliate, exclude, frighten, intimidate, or threaten an individual.

- **Possession of controlled substances:** Possession of legal or illegal drugs, alcohol, tobacco, or banned/prohibited items.
- **Truancy or running away:** Intentionally escaping or running off from school or designated adult charge.
- **Theft**
- **Refusal to comply** with disciplinary strategies, persistent disobedience or disruptive behaviour
- **Verbal abuse & Aggression:** Swearing, racist remarks, threatening language, shouting at adults, fighting, pushing, biting, or kicking.
- Any **behaviour that threatens safety** or presents a danger
- Any behaviour that seriously **inhibits the learning of pupils** - persistent disruptive behaviour
- Any behaviour that requires the immediate attention of a staff member

## Sanctions

When dealing with inappropriate behaviour, there may be times when sanctions must be considered. Children must be given the option to make a right choice or face a sanction. These may include:

|   | Steps                           | Action                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Time-out                        | Given away from the environment/activity to calm down and reflect. For infant children, this is short and purposeful (commensurate with age, e.g., max 3–4 minutes for nursery). Reiterate the desired behaviour afterward, guiding them to take responsibility. On the playground, this can involve holding an adult's hand, a designated play zone, or sitting on a bench.                             |
| 2 | Missed playtime/<br>Golden Time | Used for time wasted in lessons to complete the work missed, or as a direct consequence of persistent low-level disruption.                                                                                                                                                                                                                                                                              |
| 3 | Sent to the DHT or HT           | Triggered immediately for serious unacceptable behaviour (e.g., fighting, extreme disruption, bullying, swearing). The incident is investigated, recorded on CPOMS on the pupil's permanent record, and parents are informed on the same day to discuss support or an Individual Behaviour Plan. Exclusion options will be processed strictly in line with the school's Suspension and Exclusion Policy. |
| 4 | Physical Intervention           | Applied in extreme circumstances only where a child's behaviour creates an immediate risk of physical harm to themselves, to others or to the environment. This must be applied in strict accordance with the school's Physical Intervention Policy and DfE guidance. Every incident must be recorded on CPOMS, reviewed by the SLT, and shared with parents at the end of the day.                      |

## Positive relationships and approach

The school focuses heavily on positive adult-pupil relationships to promote positive behaviour. Teachers will enforce a number of strategies to establish positive relationships with their pupils, supported by all adults working in the school – these may include:

- Welcoming pupils as they enter the classroom/school, building a rapport with pupils.
- Establishing clear expectations, rules and routines including which behaviours are unacceptable.
- Using positive language when writing class rules rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Praising positive behaviour and good manners to achieve the desired behaviour in other children
- Modelling the desired behaviour, e.g. saying thank you to each other.

## De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- **Appearing calm** and using a modulated, low tone of voice.
- Using simple, ‘**chunked**’, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- **Using non-threatening body language:** Showing open, accepting body language, standing side-on e.g. not standing facing the child with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- **Choices and Consequences:** Offering the pupil a choice/consequence (show visually through gestures), e.g. If you stop now, you can return to class and finish off your work. If you don’t stop, you will finish your work at playtime. It’s your choice. A further example would be, If you use kind hands and kind words with your friends then you can stay with them to eat your lunch. If you choose not to use your kind hands and words with your friends, you will eat your lunch on a different table away from your friends. It’s your choice.
- **Rephrasing/reframing requests using positive phrases**, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

## Supporting pupils with SEND / SEMH

Pupils may experience a range of SEND, social and emotional or medical difficulties, manifesting themselves in many ways, including displaying challenging, disruptive or disturbing behaviour. We



also recognise that children with social, emotional and mental health needs (SEMH) may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) may come from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning, e.g. pitch of task or classroom environment. Pupils will be supported to return to a place of regulation so that they can reflect on their behaviour and find ways to repair the situation. Pupils who are dysregulated are unable to learn effectively. Strategies to support these pupils will be in line with the school's Special Educational Needs and Disabilities policy.

## **Zones of Regulation**

'Zones of regulation' are used across the school to give a common language for discussing and reviewing situations as well as thinking about how to solve a problem which may have arisen.

Additional SEMH support is available through the school's Emotional Wellbeing Practitioner, Drama Therapist and Emotional Literacy Support Assistants. In KS1 classes run social skills support groups; in EYFS, STARS groups offer this support.

## **Safeguarding**

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of their educational or other needs not being met.

## **Physical Intervention**

In line with the school's Physical Intervention Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline.

Physical intervention will only be used as a last resort, for the shortest amount of time, using the least amount of force. See [Physical Intervention Policy](#).

## **Exclusion**

- When a child's behaviour is not showing signs of improvement, the school works with other professionals and agencies to support the child and their family. Persistent unacceptable behaviour or serious incidents may lead to exclusion. Burlington Infant and Nursery School can execute its power of exclusion either on a fixed or permanent basis. This decision is taken by the Headteacher. If a child is excluded, the school follows Kingston's policy and guidelines, *Achieving for Children's* exclusion procedures and statutory [guidance](#) from the Department for Education.
- Exclusions will be used as a last resort. The circumstances below provide some examples of this:
  - A child runs out of class or school/away from adults and has jeopardised our ability to take responsibility for his/her well-being;
  - A child has used offensive language or been verbally aggressive/shouted at an adult;
  - A child dangerously threatens or hurts another person;
  - A child has repeatedly been violent or confrontational, refusing to obey an adult.

- A child persistently disrupts the learning or play of others, and is not responding to school based sanctions
- A child persistently breaches the school's Behaviour Policy

## **Anti- Bullying Strategy**

### **1. Definition and Forms of Bullying**

While there is no single legal definition of bullying, Burlington Infant and Nursery School defines it as persistent, repetitive behaviour over time intended to cause physical or emotional hurt to an individual or group. Bullying often targets imbalances of power or specific characteristics protected under the Equality Act 2010.

Bullying can manifest in several forms, including:

- **Physical:** Kicking, hitting, pushing, or any form of physical assault or intimidation.
- **Verbal:** Name-calling, teasing, using insulting remarks, or threatening language.
- **Emotional / Social:** Exclusion, spreading rumours, or tormenting.
- **Cyberbullying:** Bullying via electronic means, including mobile phones, apps, or online platforms.
- **Prejudice-based:** Bullying directed at protected characteristics, such as race, religion, gender identity, SEND, or family structures.

Note: While consistent bullying is infrequent in very young children, early discriminatory attitudes or behaviours can escalate if left unchallenged. The school intervenes early to prevent these patterns from developing.

### **2. Prevention Measures**

The school builds a whole-school culture of tolerance, safety, and inclusion to prevent bullying behaviours before they occur:

- **Curriculum Integration:** A structured PSHE and Early Years/National Curriculum teaches children how to develop positive friendships, share, take turns, and manage emotions.
- **Self-Worth & Inclusion:** Activities, assemblies, and carefully chosen inclusive literature build high self-esteem, making children less vulnerable to becoming perpetrators or targets.
- **Active Supervision:** Continuous, high-quality adult supervision is maintained during lesson times and unstructured play times (OPAL) to ensure immediate intervention.
- **Clear Expectations:** Explicitly taught routines guide children on safe and respectful conduct in classrooms, playgrounds, and corridors.
- **Visibly Celebrating Kindness:** Good choice assemblies, the "Good Deed" board, and the weekly newsletter recognize positive peer actions.

### **3. Supporting Vulnerable Children**

To protect and empower children who may be target-prone or experiencing difficulties, the school provides a multi-layered support system:

- Daily check-ins, circle times, and dedicated social skills or nurture groups.

- Targeted inner-school provisions, including our Emotional Wellbeing Practitioner, Drama Therapist, and Emotional Literacy Support Assistants (ELSAs).
- Universal application of the *Zones of Regulation* framework to help children safely vocalize and manage their feelings.
- Ensuring all incidents are closed with restorative conversations that provide positive endings and clear learning points.

#### 4. Incident Response and Investigation

The school takes all allegations of bullying seriously and utilizes a swift, robust investigation protocol:

- **Fact-Finding:** Staff investigate immediately to establish the truth, remaining mindful that young children recall recent events more accurately than distant ones.
- **Digital Logging:** Every report, observation, or action taken is logged securely on CPOMS to allow senior management to track and monitor patterns.
- **Resolution:** Staff work directly with all children involved to rebuild relationships, address underlying behaviours, and implement plans to prevent a recurrence.
- **Safeguarding Link:** In line with *Keeping Children Safe in Education*, if a pattern of bullying indicates a child is suffering or is likely to suffer significant harm, it will immediately be treated as a safeguarding concern.

#### 5. Partnership with Parents

Effective intervention relies on open collaboration between home and school.

- **Reporting:** Parents who suspect their child is being bullied, or is displaying bullying behaviours, should notify the class teacher immediately.
- **School Action:** The class teacher will inform the Senior Leadership Team (Headteacher, Deputy Headteacher, or Inclusion Leader), and implement a formal programme of observation and support.
- **Communication:** The school guarantees that parents of both the victim and the perpetrator will be fully informed. The school will offer direct guidance and work alongside families to secure a constructive solution.

### **Abuse and Harassment Directed at School Staff by Parents, Carers, and Visitors**

#### 1. Statement of Principle and Zero-Tolerance

- Burlington Infant and Nursery School operates a strict zero-tolerance policy towards any form of abuse, harassment, or intimidation directed at school staff, governors, or volunteers by parents, carers, or visitors.
- While the school understands that emotions can run high regarding the welfare of children, staff have an absolute right to a safe working environment free from fear, violence, and hostility. Mutual respect is a prerequisite for a successful home-school partnership. Any form of abuse compromises this relationship and ultimately disrupts the well-being and education of our pupils.

#### 2. Definition of Abuse and Harassment

Abuse is defined as any physical, verbal, or written action that causes alarm, distress, or places staff members in fear for their safety or well-being. This includes, but is not limited to:

- **Verbal Aggression:** Shouting, swearing, aggressive body language, use of offensive or discriminatory language (violating the Equality Act 2010), or making personal insults.
- **Written and Digital Abuse:** Hostile, defamatory, or threatening language sent via email, text messages, letters, or published on social media platforms.
- **Harassment:** Repeated, targeted, or unwanted behaviour (including spreading malicious gossip or persistent, vexatious communications) intended to undermine or intimidate staff.
- **Physical Abuse:** Any form of physical assault, posturing, blocking movement, or intentional damage to property.

### 3. Immediate Staff Rights and Action

All staff members are committed professionals expected to act in the best interests of the children. However, they are not expected to tolerate hostility. If subjected to abuse, staff will take immediate action:

- **Termination of Communication:** Staff will immediately and formally terminate the conversation, meeting, or phone call, informing the individual why they are doing so.
- **Removal:** Staff will immediately remove themselves from the situation to a secure area.
- **SLT Support:** Staff will call upon a member of the Senior Leadership Team (SLT) for emergency intervention.
- **Logging:** The incident must be documented in writing and reported directly to the Headteacher on the same day.

### 4. Severe Sanctions and Legal Remedies

The school will investigate all reported incidents thoroughly and swiftly. Where abuse against staff is substantiated, the school will deploy strong, escalating measures to protect its workforce:

- **Formal Investigations & Governing Body Review:** The Headteacher will conduct an investigation and formally report the findings to the Governing Body.
- **Mandatory Action Plans:** The perpetrator will be required to attend a formal meeting with the Headteacher to address their conduct. Continued contact with the school may be conditional upon signing an Acceptable Behaviour Agreement or providing a formal written apology to the affected staff member.
- **Site Bans (Section 547, Education Act 1996):** Under section 547 of the Education Act 1996, the Headteacher and Governing Body reserve the absolute right to ban or bar an abusive individual from entering the school premises. Anyone who breaches a school ban is committing a criminal offence and trespassing; they will be removed by the Police.
- **Restriction of Communication:** If a site ban is enforced, all future communication will be strictly restricted to a single designated senior channel (e.g., via letters or a single monitored SLT email address).
- **Police and Legal Referrals:** Where behaviour constitutes a public order offence, physical assault, or harassment under the *Protection from Harassment Act 1997*, the school will automatically refer the matter to the Police and seek criminal prosecution or injunctions.

## APPENDIX 1

### Golden Rules

The school has a set of Golden Rules in place for promoting positive behaviour and for dealing with unacceptable behaviour. These are :

|                           |                                          |
|---------------------------|------------------------------------------|
| Do be gentle              | Do not hurt anybody                      |
| Do be kind and helpful    | Do not hurt anybody's feelings           |
| Do work hard              | Do not waste your or other people's time |
| Do look after property    | Do not waste or damage things            |
| Do listen to other people | Do not interrupt                         |
| Do be honest              | Do not cover up the truth                |

### The 5 Skills

We regard the development of these important life skills as essential to developing good behaviour. We promote the positive behaviours we expect by encouraging children to do:

|                                  |
|----------------------------------|
| Good sitting                     |
| Good walking                     |
| Good listening/looking           |
| Good thinking/good concentrating |
| Good speaking/talking            |

## APPENDIX 2

### Class Behaviour Ladder

Steps for responding to inappropriate behaviour during class periods are as follows:

1. Staff will identify the inappropriate behaviour.
2. Next, the nature of the inappropriate behaviour will be clearly described to/explained to the child/children.
3. The child/children will then be offered the opportunity to make the right choice (which would be carefully explained) or face a sanction (as highlighted on a graduated behaviour ladder). This is in line with the 'choices and consequences' strategy.
4. The child/children will be praised for making the right choice or face a sanction (clearly highlighted on the behaviour ladder).

|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | 4. Physical Intervention.<br><br>e.g. running away, causing physical harm to self and/or others, behaving in a way that causes danger to self and/or others                                                                                                                                                                                                                           |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|  | 3. Child sent to Head Teacher or Deputy Head Teacher.<br><br>e.g. serious unacceptable behaviour such as bullying, swearing, making racist comments, extreme/malicious damage to property, hurting other children or adults.                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|  | 2. Lost playtime/lost Golden Time, with time lost relating to severity of incident (this can take place in the upstairs office) or time out in another class if too long to wait until playtime. Work missed must be completed in this time.<br><br>e.g. Persistent disobedience, persistent disruption in class, answering back, abusive language/shouting, damaging school property |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|  | 1. Time out in own class/last out to play<br><br>e.g. using unkind words/actions, not following instructions, not listening, calling out, persistent low level behaviours                                                                                                                                                                                                             |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|  |                                                                                                                                                                                                                                                                                                                                                                                       |  |

## APPENDIX 3

### A.B.C. Chart

| <b>Date</b> | <b>Antecedents (before)</b><br>Trigger? What led to the behaviour? | <b>Behaviour (during)</b><br>What did the child actually do? | <b>Consequences (after)</b><br>What did you do? |
|-------------|--------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------|
|             |                                                                    |                                                              |                                                 |