West Blatchington Primary and Nursery School Behaviour Policy (including anti-bullying)

Date Written: September 2025
Next review date: September 2026

Vision

We put children first, pioneering excellence and championing every child.

Every day at West Blatchington Primary and Nursery School is an extraordinary school day. Our unwavering commitment in delivering an inspiring and inclusive curriculum develops independent pupils. As part of the school ethos, we model a culture of learning, nurturing, and developing skills and talents. We endeavour to nurture inquisitive minds to enable them to become the best that they can be. We aim to support our families by connecting with them to achieve the best outcomes for their children. Promoting positive behaviour is an attitude we all value.

The Pioneer Academy and West Blatchington Primary and Nursery School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Trust Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Well-being for all

- High standards of attendance and enjoyment are outcomes of an inclusive TPA school.

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching.

At West Blatchington Primary and Nursery School, we believe that all behaviour is a means of communication. We believe that children who resort to less than positive behaviours are communicating through an emotional response and it is our job to support children to manage this.

Our Behaviour policy ensures that within a framework of rules, routines, rights and responsibilities we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn. We have high expectations of behaviour from all our pupils and adults.

To create and maintain a positive classroom and school environment we encourage:

- Self control/self discipline/self management of behaviour
- Taking responsibility for one's own behaviour
- Having respect for the rights of adults and of other pupils
- Working co-operatively
- Showing honesty and fairness
- Having clear and shared class visions
- The use of personal goals throughout the curriculum

We are aware that at times children may have additional needs, or may be facing challenging circumstances which may impact on their ability to regulate their own behaviour. Where this is the case we adapt our expectations in order to ensure that the expectations are fair and understood by all.

Expectations and Rules

To promote the skills required to develop 'good behaviour for learning', pupils are introduced to five Learning Heroes. The Learning Heroes are Resilient, Relating, Resourceful, Reflective and Responsible. The learning powers associated with the five heroes underpin our everyday practice and equip all pupils as learners. Pupils are empowered to take calculated risks particular to their age and knowledge, learn from one another and from their mistakes, aware that mistakes are a necessary and important part of the learning process. **In order to develop an effective learning culture throughout our school, the learning behaviours are embedded in everyday practice and are used when giving praise and motivation.**

At the beginning of each academic year teachers agree with pupils a set of class rules. These are displayed in the classroom to be used as a point of reference for maintaining high standards of behaviour for anyone working in that room; they are revised at the start of each half-term. The class also creates and displays a class vision that children can see as they enter the room.

The right to teach and learn

Every person in the school has rights. All adults have the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking
- The right to feel safe in, and move around the school, classroom and playground
- The right to express themselves, ask questions and, share opinions and ideas
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after

We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

Effective communication

We believe that there is always a reason for challenging behaviour. As the adults we are responsible for finding out the reasons for the behaviour and helping children self-regulate. We manage this through calm and consistent communication both verbal and non-verbal. We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together.

When we discuss behaviour we do not refer to the child but to the behaviour concerned. All staff at West Blatchington Primary and Nursery School will use non-confrontational approaches when speaking to the children and the rest of the school community.

Positive reinforcement

Rewards are central to the encouragement of positive behaviour. Our whole school 'Catch them doing something good' is central to our ethos. School staff will seek opportunities to reward positive behaviour. Effort, as well as achievement, will be recognised. All staff will use reward systems consistently.

Positive Behaviour Management- Rewards and Consequences:

As a school we encourage the children to recognise and reflect on the importance of making good behaviour choices. This will help children understand and take responsibility for their own behaviour. Pupils can expect to be recognised for positive choices and where appropriate, be given one of the rewards the school offers. All of these are clearly outlined to the children at the beginning of the academic year and are regularly revisited and celebrated.

Motivational activities:



- The Learning Ladder is only used to share positive movement of a child's behaviour from 'Ready to Learn' to 'Good Learning' to 'Learning Hero'. Each movement up the ladder is acknowledged with specific praise linked to the Learning Heroes and general behaviour for learning.

  E.g. Well done sitting with your hands in your lap, eyes forward. The lesson can start quickly

and we can learn more this way OR I love the way you kept going when you found it

challenging OR you supported your friend beautifully – lovely relating skills.

**Rethink/reset children will be displayed at desks. See consequences section.*

- Learning hero certificates given at the end of each term, five children selected each term
- Tokens for children who have displayed positive behaviours that day/lesson/moment ○ Carry some in your pocket to hand out as the physical object is more meaningful.
- Specific verbal praise, e.g. 'Great stopping right away so that the learning doesn't slow down'
- Celebration assemblies: jigsaw pieces linked to the learning heroes are displayed, every child to receive by the end of the year
- Specific written feedback on children's work, tickled pink for KS1
- Acknowledgement from SLT and other members of staff
- 'Stickers to Success' or Marble Jar or another whole class reward collection towards a group reward
- Send children to Headteacher's office for Headteacher sticker for all who achieved Learning Hero on the Learning Ladder at the end of the day **Children with SEND/SEMH needs may need to visit earlier if they are prone to tricky parts of the day, e.g after lunch**
- Learning Hero postcards sent home for children who go above and beyond 'Learning Hero' on a particular day

Proactive intervention & Non-Verbal/Quiet Cues

- Model and promote positive behaviour for learning by:
    - Giving specific praise relating to the learning heroes to pupils in order to specifically motivate certain pupils choices (e.g. praising focus and effort of a child near a child who is distracted)
    - Awarding tokens, moving names up the ladder, marbles, again with specific praise for the behaviours you want to see in this activity or lesson
- Embed Learning Heroes in your slides and teaching resources, making it explicit which behaviours we expect to use in this lesson, e.g. relating skills in group work, resilience with a new maths method, etc.
- Tailor your expectations for different parts of lessons, e.g. model the partner talk expectations including volume. Do this in role with a child or another member of staff, choose a model pair or use video/puppet stimulus.
- Class vision displayed and referred to regularly. Some teachers may wish to also create and use class rules, a contract and/or a charter to reinforce the expectations. Make this more about what they will do, not what they won't do.
- Display visuals to remind children about expectations. Point to an area for development on your visual or use a non-verbal cue (point to picture of the eyes for eyes on me or point to you own eyes and then there's with two fingers).
- Use teacher or support staff positioning (moving nearer, standing behind, gentle hand on shoulder, etc.)
- Remove an item causing distraction calmly, without saying anything, if the class are quiet. Later, let them know when they can have it back if it is a personal item or ask them to put it in their bag.
- Tap the table softly or reposition something on it to minimise distraction.

- Quiet discussion with the child to remind them about the class expectations or take them out to speak to them with greater privacy.
- Move them to another spot during part of the lesson to avoid drawing extra attention to it.
- Use of Restorative Justice (RJ) language to resolve issues.
- Avoid saying their name first, raising your voice or pointing at the child. This may embarrass the child and can result in more behaviour of concern, not less.

Consequences

- The names on Rethink/Reset sections of the LL will only be displayed at the teacher's desk. When being placed on **reset**, all behaviour that reaches this point is recorded on CPOMS.
- A reset could include time in another area of the classroom, corridor or another class. The aim is still to get children back to their learning as quickly as possible. At end of day/session, this could take place during break /play /home /next day.
- Work that is not completed in class due to choices could be sent home to finish but this should only be done on a individual basis where parent/carer support will be given.
- Reset (see diagram to the right)
- Removal from the class by Senior Leadership Team or nurture team if behaviour poses a risk to themselves or others. SLT can also attend if children's learning is being prevented (for example, a repetitive, loud sound being made with refusal to stop and/or move to another location, etc).
- Team around the child (SLT, teacher, support staff) to debrief later to recognise triggers and create preventative measures
- Internal suspensions for half or whole day. This could be in another class in the same Key Stage or in the other Key Stage as appropriate. This will be agreed by Senior Leadership Team or the Inclusion mentor and communicated with parents or carers
- Fixed term suspensions are agreed by the Headteacher or a member of the Senior Leadership Team acting in that role in the Headteacher's absence.
- A parent / carer being asked to come into school to work alongside their child to complete work
- Linking in with PCO (Police communications officer)
- Permanent exclusions

In School Isolation/Fixed term Suspension

The sanction of isolation or fixed term suspension will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial or homophobic abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. **Internal suspension** in which a child is removed from her/his class and placed away from their class

2. **Fixed term suspension** where a child is not permitted to attend school for a fixed period of time.
3. **Permanent exclusion** whereby a pupil is no longer permitted to attend West Blatchington Primary and Nursery School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed-term suspension will be used as a sanction.

Reintegration of suspended pupils
All pupils being reintegrated following suspension will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school.

Permanent exclusion is the ultimate sanction and will be used when:

- All other avenues of support have proved unsuccessful
- A child's behaviour puts the well-being, safety and dignity of others in jeopardy.

Prejudicial or discriminatory behaviour

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities.

In all such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised of the incident and the action taken.

The Head Teacher will consider, in consultation with the Chair of the School Board the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

Additional needs

For children who have Education Health Care Plans or who have Special Education Needs, we will communicate with the relevant individuals before a decision is made on the appropriate decision when a sanction may be needed. For example, considering the child's needs and the circumstance that may have led to the incident as well as the child's cognitive understanding of the situation. At times this may require the school to call a meeting with external agencies to discuss further support.

Behaviour outside of school

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school or online it will be dealt with appropriately. For example it will be addressed through PSHE and Assembly themes or by a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Stage One behaviour

Behaviour issue	**Consequences (Red triangle)**	**People Involved**	**Support Offered**
Talking in class Talking whilst lining up Talking whilst walking around the building. Not listening to an adult Inappropriate behaviour Name calling Being off task (slouching, tipping chair, fiddling with resources etc) Disrupting others learning.	Non-verbal reminder Verbal warning Time to think Behaviour recorded in behaviour file Missed playtime Sent to partner class with work until the end of session	Pupil Class teacher Phase leader/member of SLT	Consistent use of rewards and consequences Circle time activities Lunchtime clubs

Stage Two behaviour

Behaviour issue	**Consequences**	**People Involved**	**Support Offered**
Persistent low level behaviour Fighting/play fighting/bullying Swearing/inappropriate language Refusing to follow directions from staff Rudeness to teachers and other adults Wilful damage to property Preventing other children from learning	Continuation of moving down the red triangle Daily/weekly report card set up by CT with pupil/parent Referral to Head Teacher In school isolations Fixed term suspension	Pupil Class teacher Parent Phase leader/member of SLT Deputy Headteacher Head Teacher	Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of Inclusion leader/School counsellor

Stage Three behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Two incidents of stage 2 behaviour in a day Disrespectful behaviour to members of staff and other adults Biting/violence All behaviours that puts other children's safety at risk	Daily/weekly report card set up by CT with pupil/parent Referral to Head Teacher In school isolations Fixed term suspension Reintegration meetings Part time education programme with support from parents	Pupil Class teacher Parent Phase leader/member of SLT Deputy Headteacher Head Teacher LA Inclusion staff	Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of Inclusion leader Behaviour support plan in place with individual reward system If appropriate, referrals made to the following services: School counsellor CAMHS team/ EPS/Social care

Stage Four behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Extreme violence Carrying an offensive weapon Repeated racist/homophobic behaviour Repeated bullying incidents	Reduced timetable Fixed term suspension Permanent suspension	Pupil Parent Class teacher Head Teacher LA Inclusion staff	Alternative arrangements for education from day six onwards

Bullying of any kind is unacceptable at West Blatchington Primary and Nursery School

How We Prevent Bullying

We promote a positive ethos of mutual respect and reward positive behaviour - see equality statement/behaviour/e-safety policies.

We raise awareness of bullying through assemblies and lessons taught as part of the Personal, Social, Health and Economic Education curriculum and an annual Relating week held during Anti-bullying week (November).

We deal with bullying by implementing our Behaviour and Anti-Bullying Policies consistently.

Everyone connected with the whole school community needs to be involved in preventing and eliminating bullying.

Definitions of Bullying

"Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, which amounts to an abuse of power or authority, which attempts to undermine an individual or group of people and which may cause them to suffer stress." PCS Union

- **Physical -** This can be the physical act of hurting someone through pushing, kicking, hitting or pinching.
- **Verbal -** It might be done through verbal insults; making fun of a person's appearance or work they have done, taunting, name calling and belittling them (making them feel small) in front of others or hiding their belongings.
- **Emotional -** This can be the act of leaving someone out of discussions, games etc, so that they feel unwanted or that no body likes them.
- **Cyber Bullying -** Pupils can be targeted with cyber bullying in their own homes, by phone texts, silent calls, on instant messenger and by abusive websites and forums set up to cause humiliation and embarrassment.

What is bullying is like for the Victim?

Bullying is something that makes the victim feel very unhappy and lonely. It feels frightening and the victim can feel that it is happening every day. Victims of bullying feel that there is nothing that they can do to stop the bully.

Teachers, parents and other children must show the victim that they care and want to help.

Procedure for the Reporting of Bullying

Parents and Carers

Parents and carers should approach their class teacher in the first instance if they have concerns. The school will carry out a full investigation following the guidelines of the Anti-Bullying Policy with written notes kept and logged onto CPOMs. If parents or carers wish to take the matter further, they should

make an appointment to speak to either the Head Teacher or Deputy Head Teacher. If there are any further concerns, they need to consult the Complaints policy.

Pupils

Anyone who feels they are being bullied or knows of a child who is being bullied should tell any adult in the school. A listening ear service is used throughout the school. A full investigation will be carried out following the guidelines of this policy with written notes on CPOMs. If after this, they feel the matter is still unresolved, they should talk to the Head Teacher or Deputy Head Teachers.

Staff

All reported incidents from parents, pupils or staff will be recorded to detail what happened and who was involved; a full investigation will be carried out following the guidelines of this policy. A record is kept on CPOMs.

Guidelines for dealing with reported incidents of bullying

Children suspected of bullying will be dealt with as follows:

1. The alleged bully/bullies will be approached by an adult (staff member at the school) and given the chance to explain their actions. The incident and outcome of the discussion will be noted and a copy kept on CPOMs (school record).

2. If bullying is substantiated, then consequences of the incident will be explored i.e. how the victim feels and reasons for a child wanting to bully. Children who are proven to have bullied will miss playtimes and have in school isolation in accordance with the Behaviour Policy.

3. Ways to change behaviour will be discussed with supporting strategies and targets put in place.

4. The bully will need to show remorse for his/her actions.

5. The victim will be supported in building self confidence.

6. Parents of the bully will be informed and invited into school. A record of the incident will be kept on the child's file.

7. Behaviour of the bully will be monitored – in accordance to the Behaviour Policy.

8. Repeated incidents will be dealt within school isolations and fixed term exclusions.