



Morton CE Primary School

Behaviour and Anti-Bullying Policy 2024-2026

Policy Co-ordinator: Executive Headteacher/Head of School

Policy Dated: October 2025

Date Reviewed: October 2026

Presented to Academy Committee: October 2025

Review Cycle: Annually

Hand in Hand, Together we can...Respect, Achieve, Enjoy, Believe

"And so encourage one another and help one another, just as you are now doing." 1

Thessalonians 5.11

Mission Statement

As a Trust we have strong beliefs about how pupils should be treated and although each school will have its own local Behaviour Policy, the following statement is our blueprint for what we expect in our schools.

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil.

In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self-worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional regard is in place.

The purpose of our schools is to provide a first class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes.

However, we appreciate that this takes time and so schools will make those choices for the children in their care overtime so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

Implementation and Evaluation

This policy was reviewed and evaluated by the Executive Headteacher and Head of School, before final ratification by the Academy Committee. The Executive Headteacher and Head of School will monitor the implementation of this policy and update policy and practice as necessary.

Rationale

At Morton CE Primary School we believe that:

- It is essential that our school has a positive ethos;
- All members of the school community have the right to feel safe;

- All members of the school community have a right to be respected;
- Good behaviour is a necessary condition for teaching and learning to take place and that all members of the school community have the right to learn;
- It is essential that school and parents work in partnership to promote and encourage good standards of behaviour.

Our rationale is also based on our school's core values. At the start of the new academic year, staff will remind pupils of our core values and these are discussed, shared and explored with the children throughout each term.

- Humility
- Trust
- Compassion
- Respect
- Forgiveness
- Perseverance

Aims

We aim to:

- Promote our school's Christian values including Compassion, Respect, Humility, Trust, Forgiveness, and Perseverance within a caring, safe and nurturing environment.
- Create the right ethos and climate of behaviour.
- Develop in pupils a sense of making the right choices and an acceptance and responsibility for their own actions.
- Support pupils to develop further and learn from their mistakes.
- Create a supportive a safe learning environment by focussing on proactive strategies and positive reinforcement.
- Ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others always.
- Create the conditions within our school community in which there is mutual respect between all members and proper concern for each other, property and the environment.
- Develop a supportive atmosphere, in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.
- Be compassionate towards others and demonstrate and seek forgiveness if things don't go well.
- Promote and use intrinsic motivation, to do something for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.
- Use restorative practice as a tool for addressing behaviour which falls below acceptable standards.

Positive Regard

Our relational policy based on positive regard, creates a powerful approach to building and maintaining healthy relationships, fostering a sense of community, and resolving conflicts. We emphasise on building trust, empathy and accountability, focusing on repairing harm and rebuilding relationships. This approach acknowledges the worth and potential of every individual within our school, promoting a positive behaviour and supportive environment where everyone can thrive together.

Positive regard means believing in the potential of young people as an individual, to change and improve even when they make mistakes. It involves treating them with respect, empathy and unconditional positive regard, while still holding them accountable for their actions.

Restorative questions in positive regard focus on understanding what happened, its impact and how to repair harm. Shifting the focus from the incident to understand and resolution. Instead of asking "what's wrong with you?". Restorative questions explore what needs were met and what can be done for the individual moving forward.

Breakdown in three steps:

1; Understand the incident:

What happened? Simple question opens the door for the young person individual to share their perspective:

What were you thinking at the time? Understanding thoughts and feelings, understanding motivation and potential triggers.

What have you thought about since? Understanding and investigating the individual's reflection and processing at the event afterwards, revealing any potential growth.

2: Exploring impact:

Who has been affected by what you have done? Exploring the impact on others, fostering empathy and sense of responsibility.

In what way have they been affected? This delves deeper into the specific consequences of the action on those involved.

What has been hardest thing for you?

Promoting understanding rather than judgement, the individual acknowledges own experience and potential struggles related to the situation.

3: Facilitating repair and moving forward

What do you think needs to happen to make things right? This empowers the individual to take ownership and participate in finding solutions with support.

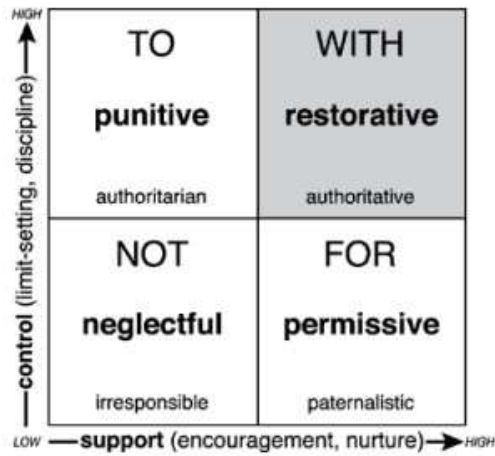
What do you think you need to do to find closure / to move forward/ for things to be better? This focuses on the individual needs for healing and resolution

What needs to happen now? This prompts action and a plan moving forward and ensuring a sense of closure and progress.

The Social Discipline Window:

The Social Discipline Window is a framework used in restorative practices to improve interactions. It emphasises a balance of high challenge and high support, promoting collaborative "doing with" rather than "doing to" or "doing for" approaches.

Doing things with- this is the ideal state. Where adults work collaboratively with the individual, young people, involving them in problem solving and decision making. Restorative approaches set with to the top right 'WITH' box we get there by having high expectations for individuals and the right level of support needed for each individual to thrive.



Management

The Governing Body and Senior Leadership team will ensure that decisions on the curriculum, organisation and timetabling are aimed at enhancing positive behaviours in school. They believe that:

- Effective communication is vital between the management and the teachers to ensure clarity of expectation.
- The Senior Leadership team should be available to support teachers when behavioural difficulties arise.
- The principle that good relationships are the pre-requisite of good behaviour is established throughout school.
- All staff in the school should accept responsibility for maintaining good behaviour in the classroom and elsewhere.

Responsibilities

Children's responsibilities:

- To work to the best of our abilities;
- To learn from mistakes
- To contribute to a positive learning environment
- To allow others to do the same;
- To treat others with respect;
- To follow instructions from school staff and cooperate equally
- To take care of property and the school environment;
- To co-operate with others;
- To act with self-discipline and reflect on actions

Staff Responsibilities:

- To have high expectations for all pupils;
- To treat all children fairly and with respect;
- To use restorative and reflective practice.
- To understand that all behaviour is communication.
- To raise children's self-esteem and develop their full potential;
- To use rules and sanctions clearly and consistently;
- To praise positive and address unacceptable behaviour
- To provide a challenging and relevant curriculum;
- To create a safe and pleasant learning environment;

- To be a good role model – modelling positive behaviour
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- To recognise each child as a unique individual.
- To commit and provide early intervention – identifying and addressing potential behaviour issues early on

Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations;
- To foster good relationships with the school;
- To encourage independence and self-discipline;
- To show an interest in school activities;
- To support the school rules and expectations and reinforce positive behaviour at home;
- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- To support the school in the implementation of this Behaviour Policy.

Volunteer and Visitor Responsibilities

- To treat all children fairly and with respect;
- To work with school staff to support pupils in school;
- To demonstrate respect towards others and be good role models to the children.

Our School is a place where...

- We **respect** *each* other and show this through our positive words and actions
- We **believe** that everyone has a right to learn
- We **enjoy school and achieve** alongside each other whilst respecting ourselves, others, and everything around us
- We demonstrate our core values of Compassion Respect, Humility, Trust, Forgiveness, Perseverance.

School systems for promoting positive behaviour

Rewards

We strongly believe that our greatest reward is intrinsically linked to the school ethos of Respect, Achieve, Enjoy, Believe and to be the best version of ourselves that we can be. 'Rewards' come from completing achieving a challenge, helping others, a thank you from others, a smile from a member of staff amongst so many others.

Examples of rewards:

- Verbal praise

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away approach from the idea that children are inherently 'bad' or 'good' or it is a good / bad choice, they are however making '**that choice**'. This helps to build a dialogue for the child to learn or understand when a restorative approach is used.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising.

Positive language focuses on how much pupil's individuals have improved rather than expecting perfection.

Verbal praise is a recognised way of promoting good behaviour encouraging repetition and communicates the school's expectations and values to all individuals.

- Communicating praise to parents
- Certificates and special assemblies/collective worship
- Focus on positive reinforcement
- Praising specific actions
- Verbal encouragement and support
- Providing opportunities for positive choices
- Creating a positive and inclusive classroom environment

Celebration Collective Worship

On Friday Afternoons we hold Collective Worship with a theme of Celebration. There are several types of rewards that are shared here:

- Star of the week certificates
- Additional certificates (for example for sporting achievements) may also be awarded, including those received outside of school.
- Times Table/ Handwriting / Sporting

Responding to misbehaviour: Sanctions

Responding to incidents with sanctions while upholding a positive regard for individuals involves a balanced approach. When a range of sanctions is used to manage behaviour, it will be reasonable, appropriate and proportionate:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of or controlled social times
- Being placed on short-term behaviour report cards or longer-term behaviour plans
- Fixed term exclusion (suspension)
- Permanent exclusion

This will at times follow an individualised approach which is focussed on deterrence and improvement. There will be targeted support to incorporate restorative practices with proportionate consequences to every individual child.

By combining clear expectations, restorative practises, targeted support and positive reinforcement schools can use sanctions as a tool for promoting positive behaviour change while maintaining a positive regard for all children. Using consequences for misbehaviour is opportunity for our school to learn and grow.

Anti-Bullying

Bullying is unacceptable and will not be tolerated in school. Bullying is the use of physical, verbal or emotional aggression repeatedly over a period of time. It can be inflicted by an individual or group, by a child or an adult and can include 'cyber bullying'.

New legislation supports the school's firm determination to deal with bullying against any individual or group covered by the following characteristics:

Age

Disability

Gender

Gender reassignment

Pregnancy and maternity

Race

Religion and belief

Sexual orientation

What is Bullying?

The Lincolnshire Children's Services Anti Bullying Strategy defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

To help the children understand this we use the following:

S – Several

T – Times

O – On

P - Purpose

Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

DIRECT PHYSICAL BULLYING: Hitting, kicking, pushing, taking or hiding/damaging belongings including money

DIRECT VERBAL BULLYING: Name calling, teasing, insulting, using verbal threats

INDIRECT BULLYING: Looks, social exclusion, spreading rumours, gossiping, and graffiti

Signs, Symptoms & Effects

- Children and young people who are being bullied may show changes in behaviour, such as:
- Becoming shy and nervous

- Feigning illness
- Taking unusual absences
- Clinging to adults

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Effects can be

- Changes in work patterns
- Lacking concentration
- General unexplained behaviour.

Reporting

- Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).
- Children, whether the victim or bystander should report any incidents of bullying to the staff member on duty at break times or their class teacher as soon as possible.
- Leaders who will then report back to a member of staff
- Parents / carers can contact their child's class teacher or the Headteacher by phone, email or written message to report any incidents or concerns
- All staff and visitors should report any incidents to the staff member on duty.

To help the children remember this we use this to remind them who to tell:

S – Staff

T – Teachers

O – Or

P – Parents

Responding

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached

- A clear account of the incident must be recorded
- Class teachers will be kept informed
- Parents will be kept informed
- Measures will be used as appropriate and in consultation with all parties concerned in line with the school's behaviour policy
- The Police should be notified if appropriate

Children and young people who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child/young person
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence.

Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Restorative Justice approach in line with the School's Christian Values.
- Informing and supporting parents or carers to help change the child or young person's attitude
- Maintaining ongoing communication with parents or carers

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending
- Withdrawal of privileges
- Exclusion from certain areas of school
- Internal exclusion

- Fixed-term suspension
- Permanent exclusion
- Police involvement

The table below details a non-exhaustive list of types of behaviour leading to specific sanctions.

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction
Stage 1	Verbal warning, change of seating/space/area.	Low level unwanted single event behaviour e.g not listening, , poor manners etc.
A second verbal warning can also be given if needed before stage 2.		
Stage 2	Time out within the classroom, or time out with lunchtime supervisor.	Continued low level unwanted behaviours. Refusal to follow reasonable instructions.
Stage 3	Time out within another classroom.	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions.
Stage 4	Withdrawal from break time or lunchtime with peers.	Continued behaviours as above. Single more serious event. Parents/ Carers informed by class teacher.
Stage 5	Send to Head of School and/or possible withdrawal of privileges.	Continuing behaviours as above. Violence. Repeated events of unwanted behaviour. Parents/ Carers informed by class teacher.
Stage 6	Send to Head of School or Executive Head Teacher, parents contacted and/or possible withdrawal of privileges. <i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i>	Bullying. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.
Internal Exclusion		Serious single event. Continuing persistent behaviours over a period of time.
Fixed Term Exclusion (suspension) <i>*Fixed term exclusions could lead to permanent exclusions following reviews of evidence and advice taken.</i>		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.
Permanent Exclusion (expelled)		In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Incidents, actions and sanctions are recorded on CPOMS.

Exclusions both fixed term or permanent may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one-off incident.

Following a fixed term exclusion a parent must attend a reintegration meeting with either the Executive Head or Head of School along with the pupil.

See also Government guidelines:

[School discipline and exclusions: Exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Appendix 2: Use of Reasonable Force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines: [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Prohibited items, searching pupils and confiscation

The Executive Head of School and Head of School and staff authorised by them have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves;
 - or - To damage the property of any person, including the pupil themselves.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

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

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Monitoring of Behaviour

Behaviour is monitored by the Head of School and the Executive Head Teacher using the CPOMS tracking tool. Patterns in behaviour may be identified and addressed with children and/or parents in order to best support the children. All incidences of behaviour from Stage 2 onwards is recorded using CPOMS.

Additional Support

Additional support is available through the schools SEN systems and via additional interventions supported by the schools SENCO. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary, pupils will be provided with a Pastoral Support Plan. PSPs are reviewed every 8 weeks or sooner if required. This supports the achievement of short, realistic targets and links to our SEN Pupil Passports. Parents are informed at every stage of this process.

For pupils with more significant difficulties with behaviour, the school will seek to work in partnership with outside agencies such as the Behaviour Outreach Support Service (BOSS) and the Educational Psychologist. This will usually take place after PSP's have been implemented. The school may also consider the involvement of Social Care and Health Services.

The school will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with SEND and other pupils as their personal circumstances warranted it. Adjustments made and agreed would be shared with staff members in school. This may mean that there is an appearance of the policy not being adhered to at times as rewards and sanctions are applied 'differently' but pupils, staff and parents should be reassured that adjustments are only made when necessary, in order to meet a pupil's individual need.

Bullying

Bullying is unacceptable and will not be tolerated in school. Please see the school 'Anti-bullying Policy' for more detailed guidance.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Supporting Supply and Cover Teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND support before the supply teacher begins with a class.
- Relevant medical information on Bromcom
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Summary of the school behaviour policy.

Uniform

We have a dress and hair style code which allows the children a sense of belonging to Morton CE Primary. The code is published on our school website. We ask that all parents support us in ensuring that their children wear the correct uniform.

- All staff will ensure that children are adhering to the uniform code and question them if they are not wearing the correct uniform.
- Staff will remind children of the standard of dress we expect i.e. for them to look neat and tidy and enforce the uniform code.

Staff Development

The School may use external professionals to provide whole school training as required. Staffs are also signposted to relevant support and training as appropriate. In house training is provided in order to support staff development further.

References

Policy refers to;

- The Department for Education's Behaviour in Schools: Advice for headteachers and school staff (September 2022)
- The Department for Education's Mental health and behaviour in schools (November 2018)
- The Department for Education's Searching, Screening and Confiscation: advice for schools (July 2022)
- The Department for Education's Behaviour and discipline in schools: Guidance for governing bodies
- The Department for Education's use of reasonable force: Advice for headteachers, staff and governing bodies. (July 2013)

Appendix for Little Owls

How we learn together in Little Owls...

- *We listen to others
- *We use kind words
- *We use kind hands and feet
- *We keep safe

These rules are displayed in the Nursery unit alongside visuals. These rules are reinforced regularly to the children when they are inside, outside and in forest school. Adults will all use the terms 'stop please', 'my turn, your turn', 'kind hands' and 'keeping safe' consistently.

It is important that the emphasis is on the positive approach of encouragement and praise avoiding any negative discouragement or reprimand.

Praise will be given in many ways which may include:

- *a quiet word or encouraging smile, a thumbs up
- *a public word of praise in class reinforcing the good behaviour shown e.g. Holly, I like how you are sharing the crayons with Rob
- *asking the pupil to show/ tell another member of staff in nursery their good news
- *Positive feedback will be shared with parents at handover times or via Tapestry

Strategies we use to support pupil behaviour:

- *a verbal reminder to the child , 'stop please'
- *adult intervention/ to distract the child to another activity
- *the adult will model the wanted behaviour 1:1 or in a small group

Responding to physical incidents between pupils:

If a child hurts another child e.g. hit, bite, kick

- *withdrawal from the activity (to allow the child to calm). Child to be asked or gently guided to calm area using team teach guides.
- *When the child is calm, talk to them about the reason for the withdrawal, pointing to the visuals in the classroom and reinforcing the wanted behaviour e.g. 'kind hands'
- *All physical incidents between children e.g. hit, bite, kick will be recorded on CPOMs and the Head of School will be alerted to these.
- *parents will be made aware of any physical incidents that have occurred via MCAS. If there is a physical mark- parents will be telephoned and made aware of the incident and the first aid given.

