



Morton CE Primary School

Behaviour and Anti-Bullying Policy 2024-2026

Policy Co-ordinator: Executive Headteacher/Head of School

Policy Dated: January 2025

Date Reviewed: January 2026

Presented to Academy Committee: January 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***

Introduction

This policy outlines the purpose, nature and management of pupils’ behaviour and their personal social development.

This policy has been drawn up through discussion and reflects a consensus of opinion.

The implementation of this policy is the responsibility of the Executive Headteacher, Head of School and all the staff.

Statement of Principle

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.

Entitlement

All pupils and adults work in an orderly community in which effective learning can take place.

All pupils have the opportunity to develop a sense of self discipline and an acceptance of responsibility for their own actions.

All pupils and adults are given mutual respect and an appreciation of their needs.

All pupils and adults develop a positive attitude to behaviour.

All pupils and adults have the opportunity to develop positive self-esteem.

All pupils and adults to enjoy a welcoming environment where good relationships can develop and evolve.

All pupils and adults have the right to work in a safe and secure environment in which they can develop as positive, responsible and independent members of the school community.

All pupils and adults are able to enjoy their time at school.

Implementation

Good attitudes are best developed when the children experience a curriculum that is relevant, appropriate and presented in a stimulating way.

Staff will be in their classrooms to welcome the children at the start of each session. Staff will be notified that in two minutes time the bell will be rung to signify the end of morning and afternoon breaks and lunchtime.

Staff will be aware that some behavioural problems stem from the pupil's personal problems or difficulties and will look for reasons for the behaviour.

Attempts to de-escalate situations will be made in order to prevent confrontations.

Pupils should be made to see that it is the behaviour that is not acceptable and not the pupil as a person.

Staff will be alert to signs of bullying, racial and gender harassment. All such behaviour will be dealt with firmly and sensitively. The bully will be treated as an instigator and also as a recipient of the behaviour. Children will be encouraged to confide in staff should they experience anti-social behaviour of this nature.

Parents should be informed if a child's behaviour is beginning to give cause for concern before it reaches totally unacceptable levels. It is beneficial to discuss behaviour both at school and at home. Parents should be encouraged to avoid permissive or harshly punitive responses to aggressive behaviour which encourages violence. Parents will be made aware that all their child says may not be necessarily correct in every detail.

It is important that the emphasis is on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment.

Praise will be given in many ways which may include:

- a quiet word or encouraging smile
- a written comment on pupils work
- a visit to another member of staff for commendation
- a public word of praise in assembly or a class
- the award of a House Point
- displaying pupils work in a prominent place
- a Star of the Week certificate for effort in work or general attitude to school
- a letter home to parents.

Staff should avoid punishments which humiliate pupils. Whole class punishments should be avoided in order not to build up resentment in the innocent.

Sanctions which may be used are:

- Immediate checking of misbehaviour by verbal and non-verbal individual and public indications of disapproval.
- Work to be repeated where it is clearly below the pupil's potential.

- A minor penalty, where possible, relevant to the offence.
- Loss of part of play time or, in more severe cases, the whole play time. (Pupils must be supervised)
- Withdrawal from one class to another for a short period of time with a member of staff's agreement.
- Referral to the Executive Headteacher/Head of School.
- Parental consultation, preferably at an early stage.
- Temporary exclusion in extreme cases (maximum 15 school days per academic year).
- Permanent exclusion.

All sanctions should be seen to be fair by the pupils and applied consistently.

Acceptable social behaviour should include these values:

- Politeness to all at all times.
- The settling of disagreements without the use of physical or verbal abuse.
- Moving around the school in an orderly manner.
- Pupils taking care of their bags and coats and storing them in appropriate places.
- Showing care for the property of the school and other people.
- Working quietly.
- Listening when staff, visitors or other pupils are talking to them, either individually or in groups.

Teaching and non-teaching staff on duty will deal with misbehaviour as it happens. In cases where the misbehaviour is of a more serious nature then the matter should be made known to the pupil's class teacher.

Restorative Practice

Restorative Practice is not a sanction but may result in an immediate sanction (see table above) dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance. There are four key elements to Restorative Practice (RP).

The Social Discipline

Window RP is about working with the children rather than doing things 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.

↑ control (limit-setting, discipline)	TO punitive authoritarian	WITH restorative authoritative
	NOT neglectful irresponsible	FOR permissive paternalistic
	← LOW	→ HIGH

← support (encouragement, nurture) →

A Fair Process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

Restorative Questions

These are asked to sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer	Questions for injured party
What happened? What were you thinking at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right?	What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Responding to misbehaviour: Sanctions

The school will use a range of sanctions to manage behaviour which 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
- Scheduled uniform checks
- Being placed on short-term behaviour report cards or longer-term behaviour plans
- Fixed term exclusion (suspension)
- Permanent exclusion (expelled)

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction	Incidents, actions and sanctions are recorded on CPOMS.
Stage 1	Verbal warning, change of seating.	Low level unwanted single event behaviour e.g not listening, dropping litter, 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. Fighting. 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 Suspension *Fixed term suspension could lead to permanent exclusions following reviews of evidence and advice taken.	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.

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

Following a fixed term suspension 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)

Physical Intervention and Restraint

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

Government guidelines: [Use of Reasonable Force - Advice for headteachers, staff and governing bodies](#)

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.
- Children can also make reports to the ABC's (Anti Bullying Champions).
- 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
- Detention
- Exclusion from certain areas of premises
- Internal exclusion
- Fixed-term suspension
- Permanent exclusion
- Police involvement

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.

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 Parentmail. If there is a physical mark - parents will be telephoned and made aware of the incident and the first aid given.