



## **Policy: Behaviour Policy**

**Last Reviewed date: 19th September 2025**

**Next Review date, frequency: September 2026**

**Approving committee: Full Governing Body**

## Definitions

**Behaviour:** anything that individuals say and do.

**Valued behaviour:** anything that provides a positive experience, creates helpful feelings, and is in line with the school's values and personal qualities.

**Detrimental behaviour:** anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values and personal qualities.

**Dangerous behaviour:** a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

**Being Therapeutic:** An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

**Discrimination:** any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics. Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

**Bullying:** the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Great Abington Primary School's responses can be found in appendix 2.

**Abuse:** a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

**Special educational need (SEN):** a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

**Protective consequences:** necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Great Abington Primary School can be found in the detrimental behaviours section.

**Educational consequences:** the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms

## Aims

At Great Abington Primary School we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

## Staff training and development

At Great Abington Primary School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

### Induction

**Permanent staff** will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

**Peripatetic staff and external providers** routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

**Agency / supply / ad hoc staff** will be asked to read and accept a summary document (see Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

### Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

### A culture of learning and support

At Great Abington Primary School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

## Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

## Roles and responsibilities

### All members of staff

All members of staff are responsible for:

- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Teaching valued behaviour
- Modelling valued behaviour
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

### Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the class teacher in the first instance
- Collaborating with the school around the support provided for their child
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

### Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Great Abington Primary School, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

### **School Leaders (Behaviour Team)**

In addition to all elements above (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Challenging and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Great Abington Primary School's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff

### **Headteacher**

In addition to all elements above the Headteacher is responsible for:

- Reviewing and approving (with Governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

### **Governors**

The Governing Body are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

# Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

## Behaviour Curriculum - Intent

At Great Abington Primary School our key values are curiosity, positivity, community, healthiness and safety. Each one is linked to feelings the school aims to create for pupils, and includes brief descriptions of what this looks and sounds like. More detail can be found in the school's behaviour curriculum document.

### Positivity

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets.
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

### Safety and healthiness

We want children to feel safe, comfortable, be seen and heard. If safety and healthiness is effective then all our pupils will be supported and enabled to:

- Attend school regularly and arrive on time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively

### Community

We want children to feel proud, content, and develop a sense of belonging. Pupils are supported and enabled to be part of our community by:

- Taking part in two-way conversations.
- Taking care of resources and equipment.
- Greeting adults and peers.
- Moving calmly around the school.
- Responding promptly to adults' instructions.
- Speaking calmly to all adults and peers.
- Giving thanks.

### Curiosity

We want children to feel valued, trusted, and appreciated. Pupils are supported and enabled to be curious by:

- Speaking confidently with adults and peers.
- Asking questions.
- Taking part in debates and discussions

## Behaviour Curriculum - Implementation

### Recognising and celebrating valued behaviour

Adults should take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Great Abington Primary School we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Great Abington Primary School are likely to include some of the following (more detail can be found in the school's behaviour curriculum document):

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
  - Logged within Management Information System (shared with parents via Arbor App)
- Contact with home: verbal or written sharing of positive behaviour
- Celebration at school: class rewards, acknowledgement in assemblies

Great Abington Green Stage			
B = Behaviour   C = Consequences			
<b>B</b>	<ul style="list-style-type: none"> <li>• Talking at appropriate times, contributing to learning and play</li> <li>• Encouraging others with their learning / celebrating everyone's efforts when deserved</li> <li>• Walking around school respectfully and responsibly</li> <li>• Supporting others</li> <li>• Being kind to others</li> <li>• Completing work in the given time and showing additional positivity</li> <li>• Playing cooperatively with your peers</li> </ul>		
<b>C</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>These consequences will occur for Green Stage behaviour:</b></p> <ul style="list-style-type: none"> <li>• A Teacher or Teaching Assistant will talk to me or acknowledge my positive behaviour</li> <li>• I will know that I am showing the Great Abington Qualities</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>There will also be <b>logical consequences</b> linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• I receive class points</li> <li>• I share my work / behaviour choice with other staff members / my family</li> <li>• I earn special class responsibilities</li> </ul> </td> </tr> </table>	<p><b>These consequences will occur for Green Stage behaviour:</b></p> <ul style="list-style-type: none"> <li>• A Teacher or Teaching Assistant will talk to me or acknowledge my positive behaviour</li> <li>• I will know that I am showing the Great Abington Qualities</li> </ul>	<p>There will also be <b>logical consequences</b> linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• I receive class points</li> <li>• I share my work / behaviour choice with other staff members / my family</li> <li>• I earn special class responsibilities</li> </ul>
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Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

## School routines

Arriving at and leaving school  
Starting and finishing lessons  
Securing the attention of groups of pupils  
Movement around the school Break and lunch times

## Behaviour Curriculum - Impact

The school will continuously analyse and review the progress pupils make in relation to valued behaviour. The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the school Arbor management information system -
- Termly reviews of celebrations and recognitions.
- All staff should record postcards, phone calls, letters, and recommendations for awards using the school Arbor management information system
- Regular discussion in year team / key stage meetings about the progress of groups and individuals seen in observation and using professional judgement
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

Governors will have a focus on behaviour at all times and when supporting the school on trips / visits or simply being in and around the site they will consider how behaviour is seen and the impact of the work by the school community.

## Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Great Abington Primary School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some pupils their known additional / special educational needs

may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Great Abington Yellow Stage B = Behaviour   C = Consequences		
<b>B</b>	<ul style="list-style-type: none"> <li>• Talking at inappropriate times</li> <li>• Briefly preventing the learning of others</li> <li>• Pushing or jostling others - including in the cloakrooms</li> <li>• Irritating others</li> <li>• Minor unkindness to others</li> <li>• Not completing work in the given time</li> <li>• Distracting others</li> <li>• One-off rough play</li> <li>• Accidental damage through carelessness</li> </ul>	
<b>C</b>	<p><b>These consequences will occur for every yellow behaviour:</b></p> <ul style="list-style-type: none"> <li>• A Teacher or Teaching Assistant will talk with me</li> <li>• I will apologise</li> <li>• I will acknowledge my behaviour</li> <li>• I will work with adults to change my choice(s)</li> </ul>	<p>There will also be <b>logical consequences</b> linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• I am moved - such as in the line, at break time or at my table, within the classroom</li> <li>• I finish my work at the next break</li> <li>• I have equipment moved</li> </ul>

Great Abington Orange Stage B = Behaviour   C = Consequences		
<b>B</b>	<ul style="list-style-type: none"> <li>• Repeated disruptive behaviour or refusal to do as an adult asks</li> <li>• Repeated rough play</li> <li>• Damage through misuse</li> <li>• Rude response - verbal and / or non-verbal</li> <li>• Minor challenge to adults such as answering back in a rude tone</li> <li>• Repeated name calling</li> <li>• One-off swearing</li> <li>• Minor injury caused to another pupil or staff member / volunteer</li> <li>• Not following online safety agreement</li> </ul>	
<b>C</b>	<p><b>These consequences will occur for every orange behaviour:</b></p> <ul style="list-style-type: none"> <li>• My Class Teacher and Behaviour Team member will talk to me</li> <li>• I will apologise</li> <li>• I will acknowledge my behaviour</li> <li>• A behaviour log will be completed</li> <li>• A plan of how to support me will be drawn</li> </ul>	<p>There will also be <b>logical consequences</b> linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• My Parents / Carers are informed</li> <li>• I fix/replace the damage caused</li> <li>• I finish my work at break time</li> <li>• I finish my work at home</li> <li>• I work outside of the classroom for a short time</li> </ul>

	up with my help	<ul style="list-style-type: none"> <li>● I play separately to my friends at breaktime</li> <li>● I miss some of my break time or other privilege</li> <li>● I am not allowed online</li> </ul>
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### Responding to detrimental behaviour

Some detrimental behaviours may not be unusual at Great Abington Primary School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. E.g. Adam, put the pen down on the table. Thank you.
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. E.g. Adam, shall we talk here or in the corridor?
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. E.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include those outlined above. In addition, adults may need to use the following:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links

to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
  - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
  - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
  - increasing adult input / supervision for a defined period of time
  - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
  - increasing / adapting praise and celebration of valued behaviour when it is displayed

### **Analysing patterns of detrimental behaviour**

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents within the Management Information System (shared with parents via Arbor App) and be supported by the Headteacher and / or SENCO to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

### **Responding to dangerous behaviour**

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

<b>Great Abington Red Stage</b> B = Behaviour   C = Consequences			
<b>B</b>	<ul style="list-style-type: none"> <li>• Leaving the classroom without permission</li> <li>• Persistent classroom disruption</li> <li>• Deliberate damage to property</li> <li>• Harmful or offensive name calling, including racial or homophobic remarks</li> <li>• Repeated swearing</li> <li>• Fighting or intentional physical harm to other pupils or adults</li> <li>• Serious, repeated challenge to adults</li> <li>• Verbal abuse to staff and / or pupils</li> <li>• Stealing or taking other people's property without their permission</li> <li>• Bullying</li> <li>• Continuing not to follow online safety agreement after orange consequences</li> </ul>		
<b>C</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>These consequences will occur for every red behaviour:</b></p> <ul style="list-style-type: none"> <li>• Class Teacher and Mr Underwood will talk to me</li> <li>• I will apologise</li> <li>• I will acknowledge my behaviour</li> <li>• A behaviour log will be completed</li> <li>• My parents / carers will be told at a meeting</li> <li>• A plan of how to support me will be drawn up with my help</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>There will also be <b>logical consequences</b> linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• I miss all of my break times for a number of sessions</li> <li>• I work outside of the classroom for a short time</li> <li>• I am separated from my peer group for a fixed amount of time</li> <li>• I lose a privilege for a fixed amount of time</li> <li>• I fix/replace the damage caused</li> </ul> </td> </tr> </table>	<p><b>These consequences will occur for every red behaviour:</b></p> <ul style="list-style-type: none"> <li>• Class Teacher and Mr Underwood will talk to me</li> <li>• I will apologise</li> <li>• I will acknowledge my behaviour</li> <li>• A behaviour log will be completed</li> <li>• My parents / carers will be told at a meeting</li> <li>• A plan of how to support me will be drawn up with my help</li> </ul>	<p>There will also be <b>logical consequences</b> linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• I miss all of my break times for a number of sessions</li> <li>• I work outside of the classroom for a short time</li> <li>• I am separated from my peer group for a fixed amount of time</li> <li>• I lose a privilege for a fixed amount of time</li> <li>• I fix/replace the damage caused</li> </ul>
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Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Great Abington Primary School and the school will always take action to address it. A full description of the school's response can be found in Appendix 2.
- **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco;

e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.

- **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Great Abington Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using the school Management Information System (Arbor) and Local Authority PRIDE system, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the teaching team. At Great Abington Primary School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality, diversity, and inclusion policy
- **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
  - non-consensual sexual activity
  - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
  - sexting
  - upskirting

These behaviours are never acceptable at Great Abington Primary School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse can be found in the Child Protection Safeguarding policy.

## Appendix 1: Behaviour principles summary

All members of staff are responsible for:

- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour

At Great Abington Primary School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to more effective when they are:

- Logical or natural
- Predictable and certain
- Swift or immediate
- Genuine and meaningful
- Considerate of pupils' feelings
- Building independence
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)

All dangerous behaviour (action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal), or suspected dangerous behaviour, should be recorded and shared with a senior leader as soon as practically possible so that an effective response can be agreed without delay.

## Appendix 2: anti-bullying policy

# Great Abington Anti-bullying Policy

## Introduction - Definition of bullying

At our school we define bullying as:

**Emotionally or physically harmful behaviour which is:**

- **Repetitive, wilful or persistent**
- **Intentionally harmful, carried out by an individual or a group**
- **Based on an imbalance of power leaving the person who is bullied feeling 'defenceless'.**

For the children at our school the definition of someone who bullies is someone who:

- **Deliberately keeps on hurting you by what they do or say**
- **Someone who threatens you and makes you too frightened to tell the teacher or another adult at school**

## Bullying Forms and Types

The school recognises that although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

### Forms of Bullying:

Bullying behaviour across all types of bullying can represent itself in a number of different forms.

Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them. Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / cyberbullying'** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

**Specific Types of Bullying** - these include:

- Bullying related to race, religion or culture
- Bullying related to special educational and disability needs (SEND)
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist or sexual bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

Role:	Description:
The ring-leader	The person who through their position of power can direct bullying activity
Assistants/associates	Actively join in the bullying (sometimes because they are afraid of the ring-leader)

Role:	Description:
Reinforcers	Give positive feedback to the bully, perhaps by smiling or laughing
Outsiders / bystanders	Stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
Defenders	Try and intervene to stop the bullying or comfort pupils who experience bullying.

### Recognising Signs and Symptoms

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stuttering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost'
- Starting to steal money
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents / carers and where appropriate, relevant health professionals.

## Introduction

At Great Abington Primary School:

- We promote a healthy, safe and caring environment for all pupils, staff, Governors and the wider school community.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of their next education stage and future adult life.
- We provide information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide our pupils with opportunities to develop the necessary skills to manage their lives effectively.

- We help our young people to learn to respect themselves and others and move safely through childhood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance.

The Headteacher along with the teaching team will:

- Evaluate data to inform policy development
- Coordinate Anti-Bullying curriculum opportunities
- Oversee the effectiveness of the Anti-Bullying prevention and response strategies
- Support staff to ensure alignment with the school Anti-Bullying policy and practice

### **Aims of our Anti-Bullying Policy**

The aim of this Anti-Bullying policy is to communicate the school's approach to involving the whole school community in developing and promoting a whole school Anti-Bullying ethos and culture.

The policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement.
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy.
- To safeguard and offer support and comfort to children who have been bullied.
- To apply reasonable and proportionate disciplinary sanctions to children causing the bullying.
- To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour.
- To provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.
- To identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding when needed.
- To ensure all staff are trained and supported and model positive relationships.
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors To provide curriculum opportunities including an entitlement framework for Personal Social and Health Education.

## **Procedures**

### **Reporting Incidents of Bullying**

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident.

### **Responding to Incidents of Bullying**

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. The school will investigate the incident including the context and the roles of the people involved. When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection policy and procedures.

The procedure and stages in responding effectively to bullying at our school are:

- Monitoring and recording behaviour
- Making an evidence based judgement on relationship issues

This process is part of the school's overall positive behaviour policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves using a monitoring system to record issues, using the school's definition of bullying to assess situations as they arise and working alongside all parties to form a judgement as to where bullying has occurred.

Making sure the person being bullied is safe and feels safe.

When a child reports being bullied the school will acknowledge their concerns and the incident will be taken seriously.

Incidents of bullying reported by witnesses are treated in the same manner.

Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies are also recorded. Records of bullying incidents will be kept in the Anti-Bullying log. The school will submit figures in relation to racist bullying / incidents to the local authority on a termly basis via the PRIDE website. A written record will be shared with the governing body.

In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. The school believes that children causing harm should be held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others (for example staff, friends or family)
- Recognising the need to take action to begin to repair the harm caused
- Agreeing a range of actions – in conjunction with all those involved - which will be monitored over an agreed period of time.

The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school's restorative approach has failed to prevent further incidents of bullying. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children.

The school will draw upon the school's behaviour management policy and follow the system for sanctions, which includes:

- Removing the child / young person who is bullying from particular groups of children including withdrawing them from certain activities.
- Withdrawing privileges such as excluding the child / young person from school trips, school clubs or confiscating personal property in accordance with the school's agreed criteria.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies or sanctions, the school may consider excluding the perpetrator from the school.

The school will communicate to the school community that the bullying has been taken seriously and has been responded to appropriately. This will include talking to parents / carers.

Monitoring and following up with all parties concerned, including parents / carers to ensure that the bullying has stopped. Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

### **Responding to incidents of bullying which occur off the school premises.**

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. When an incident of bullying is reported and has occurred off the school site and out of school hours the school encourages children to seek help and to tell parents / carers and school staff about incidents of bullying. This will enable the school to work in partnership with the parents / carers to take the appropriate steps

The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school. A cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting.

### **Staff Awareness and Training Opportunities**

The school endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school's approach to Anti-Bullying work is included within induction programmes for new staff (including temporary and supply staff) The views of staff are sought as part of the school's review and evaluation of the Anti-Bullying policy and used to inform developments and enhance the school's Anti-Bullying ethos and practice.

### **Monitoring and Evaluating the Anti-Bullying Policy**

The school's Anti-bullying policy and practice is regularly monitored (see below) and evaluated to ensure its effectiveness. The policy review is coordinated by the Headteacher and the Teaching Team. The review process gathers the views and different perceptions of the whole school community including staff, governors, children and parents / carers using a range of methods.

The school monitors records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children and places and times where bullying may be occurring. The results of the review are used to inform areas for school development, which are included in the School Development Plan and other appropriate actions plans.

## Appendix A - The steps we take as a whole school community (page 1 of 2)

### Step one – talk with the victim

When the facilitator finds out that bullying has happened, they start by talking to the person who has been bullied. During this conversation the listener encourages them to describe how they feel with reflective comments such as, “That must be very hard for you ... So you have felt really upset”.

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, “They have all been ignoring me, nobody will talk to me.” might be replied to with a response like, “So, you felt really lonely and you were upset that you had nobody to talk to”. It is important that the person being bullied understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non punitive aspect is fully explained they usually feel safe, and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group.
- Asking the person to suggest the names of those involved, some colluders or observers and some friends who will make up the group.
- Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.
- Offering the person an opportunity to talk again at any time during the procedure if things are not going well. The person who is being bullied is not invited to join the group to present their own account, as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.

### Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the person who has been bullied. A group of six to eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable pupils / young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

### Step three – explain the problem

The facilitator starts by telling the group that they, the facilitator, have a problem – they are worried about ‘John’ who is having a very hard time at the moment. The facilitator recounts the story of ‘John’s’ unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

### Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- No-one is in trouble or going to be punished
- There is a joint responsibility to help ‘John’ to be happy and safe
- The group has been convened to help solve the problem.

## Appendix A - The steps we take as a whole school community (page 2 of 2)

### **Step five – ask the group members for their ideas**

Group members are usually genuinely moved by the account of their peer's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue. Each member of the group is then encouraged to suggest a way in which 'John' could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.

### **Step six – leave it up to them**

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

### **Step seven – meet them again**

About a week later, the teacher/ facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.