CHILDER THORNTON PRIMARY SCHOOL

Behaviour and Anti-Bullying Policy

Reviewed September 2026

Next Review: September 2027

Relationships at the Heart of Behaviour

Positive behaviour grows from strong, trusting relationships. Children learn best - socially, emotionally and academically - when they feel safe, understood and valued. At Childer Thornton Primary School, relationships sit at the centre of our approach to behaviour, wellbeing and inclusion. Every interaction is an opportunity to build connection, strengthen trust and support children to flourish.

We work in partnership with parents and carers to provide the same level of care, consistency and nurture that any responsible adult would hope for their child. Staff invest time in truly knowing each pupil - their strengths, their stories, and what helps them feel regulated and ready to learn.

This policy reflects our commitment to the UN Convention on the Rights of the Child, the No Outsiders ethos, and our school rules: **Ready, Respectful, Safe**.

Ready, Respectful, Safe

These expectations apply at all times and form the basis of all behaviour decisions. They are taught explicitly and reinforced through calm, consistent adult behaviour.

- **Ready** - prepared for learning, following instructions immediately, engaging positively.
- **Respectful** - showing respect to peers, staff, visitors, property and the school environment.
- **Safe** - behaving in ways that do not cause harm or risk to self or others.

Positive Relationships

Positive relationships are strengthened through everyday interactions: warm greetings, noticing strengths, listening with curiosity and responding with empathy. Staff model consistent, calm adult behaviour and use relational language to help children feel secure and understood.

We recognise that behaviour is a form of communication. When children struggle, adults respond with curiosity rather than judgement, and clarity rather than ambiguity. Our relational approach is predictable, trauma-informed and rooted in compassion.

Key relational practices include the following:

- Emotion coaching
- Co-regulation
- Restorative conversations
- Strength-spotting

Trauma-Informed Practice: PRRR Framework

Our school follows the **Protect, Relate, Regulate, Reflect (PRRR)** framework to ensure a trauma-informed approach to relationships and behaviour.

- **Protect** - creating emotionally and physically safe environments.
- **Relate** - building strong, trusting relationships through empathy and connection.
- **Regulate** - supporting children to recognise and manage emotions using calm spaces, co-regulation and de-escalation.
- **Reflect** - helping children understand experiences and make positive choices.

This approach ensures that behaviour management is consistent, supportive and restorative.

Zones of Regulation

To support emotional literacy and self-regulation, we use the **Zones of Regulation** across school. The Zones give children a shared language to describe how they feel and help them understand that all emotions are valid.

Children learn the following:

- feelings can change throughout the day
- there are helpful strategies to move between Zones
- adults are available to support regulation
- the goal is understanding, not perfection

Staff model the language of the Zones and use it during regulation, reflection and restorative conversations. The Zones are never used as a consequence - they are a teaching tool that strengthens relationships and helps children feel understood.

<u>Behaviour Expectations and Consequences</u>

While relationships are central, clarity and consistency remain essential. Consequences are **logical, proportionate and designed to teach**, not punish. They are always framed within a relational, supportive approach.

Managing Low-Level Behaviour

Low-level behaviour in the classroom is addressed through a fixed stepped approach. Staff must follow each step in order unless behaviour escalates.

Step 1: Whole Class Reminder A clear, simple reminder of expectations.

Step 2: Refocus (private) A scripted intervention delivered calmly and privately.

Step 3: Reset A short, supervised time in class to regulate and return to learning; a move to a different part of the room; or a short break from the classroom (e.g., to the toilets or to carry out a task). If behaviour continues, the child will be referred to SLT.

Step 4: Repair The member of staff involved will repair with the child to ensure the relationship remains positive through a restorative conversation.

Consequences at Step 3

At Stage 3, a **logical or natural consequence** will be applied either by the initial adult or by SLT if the behaviour is referred. Consequences must be as follows:

- proportionate
- linked to the behaviour
- aimed at teaching the child
- consistent with school expectations

Pupils cannot negotiate, refuse or opt out of any step.

Significant or High-Level Behaviour

High-level behaviour can include the following but not limited to:

- physical aggression
- deliberate damage
- significant unsafe behaviour
- abusive or offensive language
- bullying
- prejudice-based incidents
- refusal that disrupts learning or safety

These incidents bypass early steps and are referred immediately to SLT.

Consequences for High-Level Behaviour

- applied consistently
- recorded on CPOMS
- communicated to parents
- non-negotiable

Pupils with SEND or Additional Needs

Reasonable adjustments may be made only when formally agreed by the SENDCo and recorded in an Individual Support Plan, Risk Reduction Plan, Statement of Practice, or One Page Profile.

Adjustments must be:

- specific
- documented
- reviewed regularly
- never compromising safety

SEND does **not** mean excusing unsafe behaviour or removing expectations.

Rewards

Rewards reinforce positive behaviour and strengthen relationships. They are:

- specific
- earned
- consistent
- not negotiable

Rewards include recognition boards, postcards, positive phone calls, certificates and class marbles. Rewards are not used as bargaining tools.

Calm Spaces

Calm spaces are used for regulation, not punishment. They must be used as follows:

- never locked
- always supervised
- used only for planned intervention or regulation

Pupils cannot request calm spaces to avoid learning.

Anti-Bullying

At Childer Thornton Primary School, every child has the right to feel safe, included and valued. Bullying is never tolerated. Our approach is rooted in our relational ethos and our school values. It reflects our commitment to the UN Convention on the Rights of the Child and the No Outsiders programme.

Bullying is defined as **repetitive, intentional harm where there is an imbalance of power over a sustained period of time**. This includes the following:

- Physical bullying
- Verbal bullying
- Relational bullying
- Cyberbullying
- Prejudice-based bullying
- HBT bullying
- Child-on-child abuse

All reports are investigated, recorded and followed up. Pupils cannot 'opt out' of investigations or consequences.

Preventing Bullying

We prevent bullying by building strong relationships and creating a culture of belonging. Staff model respectful behaviour and teach empathy explicitly through:

- PSHE
- No Outsiders
- Zones of Regulation
- restorative practice

Reporting Concerns

Children can speak to any trusted adult. Parents can report concerns to class teachers or senior leaders. All reports are taken seriously.

Responding to Bullying

1. The incident is investigated promptly.
2. All information is recorded on CPOMS.
3. Parents are informed.
4. Restorative approaches are used where appropriate.
5. Consequences are applied consistently.
6. Support is provided for all pupils involved.

Prejudice-Based and HBT Bullying

We have **zero tolerance** for homophobic, biphobic or transphobic language. All incidents are challenged, recorded and monitored.

Monitoring

Bullying trends are monitored by SLT, SENDCo and governors.

Reasonable Force, Suspensions and Exclusions

Staff may use reasonable force to prevent:

- injury
- damage
- a criminal offence
- unsafe behaviour

All incidents are recorded and parents informed the same day. Please see separate 'Safe Intervention and Support policy' for more information.

Suspensions follow DfE guidance and may occur when behaviour is dangerous or seriously harms education or welfare.

Partnership with Parents and Carers

Strong relationships extend beyond the classroom. We work collaboratively with parents and carers to ensure children experience consistency, care and understanding at home and school.

Mobile Phones

To maintain a safe and focused learning environment, pupils must **not have mobile phones out on school premises** at any time. Any pupil who brings a phone for travel to and from school must ensure it is **switched off before entering the site** and **handed in to staff for secure storage** during the school day. Phones are returned at home time.

These expectations ensure our school remains **Ready, Respectful and Safe** for all pupils.

Banned Items

As stated in guidance from the DfE, the school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching for them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search
Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Relevant Legislation and Statutory Guidance

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

Additional Frameworks

- UN Convention on the Rights of the Child
- No Outsiders Programme
- Prevent Duty Guidance