

Barningham CEVC Primary School

Anti-Bullying & Behaviour Policy

Date policy last reviewed: September 2025

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Date: 16th September 2025

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Date: 22nd September 2025

Last updated: 16th September 2025

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1 Aim of the School

The Vision of Barningham CEVC Primary School is to inspire lifelong learners, guided by the example of Jesus. We do this through our core values to be ambitious, to be kind and to give. This is integral to our behaviour and discipline policy.

We aim to provide an excellent education in a healthy, safe, supportive learning environment, where people are valued and make positive contributions to the school community, and where pupils enjoy and achieve and go on to attain social and economic well-being as responsible, independent members of society.

The policy outlines the commitment of the pupils, staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Barningham CEVC Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010).

2 Principles

We believe that pupils and staff at Barningham CEVC Primary School have the right to be treated with respect and courtesy, guided by our golden rules of being ready, safe and respectful. They also have the right to work and study in an effective, safe, well-ordered learning environment where standards of behaviour and discipline are high.

We expect staff to model excellent conduct and support pupils at all times. We also require a consistency of practice amongst staff across the school to ensure that pupils know the standard of behaviour that is expected of them, as well as recognising exemplary behaviour and attitude to learning by pupils.

At the same time, we expect the highest standards of behaviour and conduct from our pupils on any occasion which is coordinated by the school, including all educational visits. We want our pupils to develop positive personal qualities and sound personal relationships founded on mutual respect.

The Behaviour Policy ensures that we offer all pupils an education of the highest quality as an essential preparation for life and to enable each pupil to develop their talents to the full, both as an individual and as a member of the wider community.

3 Equal Opportunities

The school expects high standards of behaviour from all pupils. However, some individual pupils will need additional support to meet these high standards. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. All staff operate consistent systems of recognition and discipline as outlined in this policy.

Behaviour Logs & Suspensions (previously known as exclusions) are monitored by gender, special educational need and 'disadvantage' (or Pupil Premium status). This is reported to governors and shared with staff where action is taken appropriately to address any disparities between different groups of pupils.

All data and information is kept secure and we have a GDPR Policies in place.

4 Golden Rules & Core Expectations

As an essential part of creating a culture of high expectations and success, it is very important that all pupils take responsibility themselves and meet the Core Expectations throughout the day. These are outlined by three golden rules:



Ready



Respectful



Safe

These can be described in more detail below

1. **Be Ready** - Arrive in correct uniform, on time and with the required equipment. Be 'ready to learn' by demonstrating at least a secure attitude to learning;
2. **Be Respectful** - Treat staff, other pupils and the school environment with respect at all times
3. **Be Safe** – Keep ourselves safe whilst at school and keep others safe by following school rules and expectations. If you do something wrong, apologise and repair the situation.

Pupils who do not meet these core expectations may receive warnings or sanctions as outlined in the behaviour protocols below in conjunction with the Rainbow Ladder.

Minimum of Secure Attitude to Learning

We expect all pupils to display a minimum of a secure attitude to learning. This is necessary in order for our pupils to fulfil their potential and can include: listening carefully without talking when a member of staff or another pupil is talking to the class; following staff instructions for learning without argument or discussion; attempting all tasks to the best of a pupil's ability.

Equipment and Materials

It is important that all pupils bring the correct equipment such as PE kit, reading books and reading records in order to fully engage with the learning and optimise their chances of making the best possible progress.

Uniform

It is expected that pupils will wear the correct uniform during all learning times in line with our uniform rules, as per our core expectations. If a pupil does not meet these expectations, the staff member will explore the circumstances with pupils. Staff will talk to parents and carers to see how they can support.

5 Behaviour Protocols

As a Christian school, we believe in the values of kindness and giving. This helps us to grow our future world to make it a better place. Although we do not tolerate poor behaviour, we strongly believe in forgiveness and giving pupils the opportunities to learn from their mistakes and make things right again so they can be the best that they can be.

Our **Rainbow Ladder** reflects this as it gives children the opportunity to move up and down the ladder throughout the course of the day, so all children know how they are doing with their behaviour within a school day. Class teachers can move children up or down in lessons, and in reading lessons, PE lessons and at recreation times they receive house points. A summary of the ladder is below:

Outstanding	This is the highest a pupil can reach in the day and they have to demonstrate all the school's values and mission in their daily work. If these pupils remain here at the end of the day, they receive 5 house points for their team.
Role Model	Reaching role model shows that a pupil has worked hard to demonstrate our school's values and required learning behaviours. If these pupils remain here at the end of the day, they receive 1 house point for their team.
Ready to Learn	All pupils start here each day. This gives pupils the opportunity to have a fresh start each morning when they come into class. During the day, they can move up or down the rainbow ladder based on their behaviour and attitude at school.
Think about it	Pupils will be moved down to Think About It after they have been reminded verbally twice about their behaviour. On the third time, their name will be moved.
Consequence	Pupils move down to consequence if they continue to break class and school rules. There are 3 levels to this: <ol style="list-style-type: none">1. Pupils will be asked to move seat. If they are in a practical lesson, such as PE, they will miss part of an activity.2. If the misbehaviour continues, pupils will miss part of their break time or lunch time.3. If the misbehaviour continues past this, they will be asked to leave and have a time out in a different classroom.

If the child stays on consequence, and behaviour does not appear to be improving, staff will follow the following procedure:

1. Child will be sent to available SLT member
2. SLT member will support the child with Restorative Conversation (see section 6)
3. SLT completes a natural consequence with them to repair the behaviour (see Appendix 5)

A summary of our behaviour protocols can be found in Appendix 1. These are shared with staff as part of induction or to temporary / supply staff upon arrival to ensure consistency in approach.

Good Behaviour

Good behaviour will be praised and promoted. Children who behave well in school and demonstrate the school's values and mission may:

- Receive a House Point for their team
- Move up the rainbow ladder
- Receive specific praise from their teacher or other adults who work with them
- Earn a sticker for great choices
- Be celebrated in Celebration assembly on Fridays through 'Star of the Week'
- Receive a Headteacher's Award for extra special effort

House Teams

On arrival to school, either in Reception or mid-year for new starters, all children will be allocated a house team: Nightingale, Attenborough and Einstein. Throughout their activities, children can earn house points for their team based on their behaviour and evidence of meeting the school's values and mission. Children in the same family will be added to the same house team. This is so that when parents attend sports days, all their children are in the same team.

Each week, the winning house team receive an extra 5 minutes of playtime, usually on a Friday. At the end of each term, the winning house team will have 'Reward Time'. This will include a fun activity like an extra sports afternoon, a cosy afternoon, movies and popcorn or other activities.

Poor Behaviour & Support to Improve

Poor behaviour will always be discouraged and children given time to repair their behaviours and choices in line with our school's golden rules. The majority of children will meet the core expectations daily and the rainbow ladder approach will support children in recognising and changing their behaviour when needed. However, on the rare occasions where this is not having impact, the school will put further support in place to improve poor behaviour choices. If behaviour continues to deteriorate, or these behaviours become persistent over time, the following actions will be put in place:

1. The class teacher will book an appointment with parents and the child will go on a behaviour chart (see Appendix 6)
2. This behaviour chart will be monitored with behaviour lead / headteacher and shared with parents daily. This will be for an agreed time scale with a review.
3. Specific cases of poor behaviour may result in the creation of a behaviour plan (see appendix 7). This is designed to support pupils and staff in identifying triggers and having a plan in place to support the child to remedy their behaviours.
4. An Individual Zones of Regulation plan is created to support the child in identifying their emotions and what actions they can take to get back to 'green' (see section 6)
5. Where certain behaviours pose a safety risk to themselves, other children, staff or community, a risk assessment will be put in place to ensure the safety of all members of our school community (see Appendix 8)
6. If behaviour continues, or if there is a serious breach of this behaviour policy, a fixed term suspension will be used. In rare circumstances and as a last resort, a permanent exclusion will be used.

During this time, the school will continue to liaise with parents by the child's class teacher, behaviour lead or headteacher. The school will work with the family, staff, pupil and external agencies where appropriate to identify support and next steps to improve behaviour.

6 Zones of Regulation

To help children build their independence and identify how they are feeling and in turn, how this affects their behaviour, children have been taught about the Zones of Regulation



Children are taught to identify where they are, how they are feeling and then some strategies to support them to return to the 'green zone' – the optimal zone for learning. This is displayed in each classroom for children to refer to.

For some pupils who have special educational needs or who struggle with regulating their emotions, a specific individual plan will be created with the child that they can refer to when needed. This is then shared with staff who work with this pupil.

7 Apologies and Reparation using the Restorative Practice Approach

Several strategies may be employed to achieve 'closure' on an incident and to ensure that poor behaviour is not repeated.

All pupils are expected to accept responsibility for their actions. When a pupil receives a warning or a sanction they are expected to apologise and repair. By following the example of Jesus, it is important that children understand the importance of forgiveness but also of reparation and 'evidence' that behaviour will improve over time. On minor occasions, this can be supported by an adult and children are able to reflect on their actions and plans way to be more successful in the future.

For more serious situations, a Restorative Practice approach is used to support reparation, particularly between two parties. A member of staff will facilitate a conversation between the parties to ensure that it is focusing on understanding what happened and moving towards rebuilding trust in the future. To guide the conversation, restorative questions will be asked. These questions may be amended for younger or SEND children. An example of this can be seen below:

What happened? 	What do you think about the incident? 	What school rule have you broken? 	Who has been affected? How were they affected? 	What do you need to do to make things right? 
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Reparation can be in the form of completing missed work, promising and demonstrating improved behaviour in the future or a restorative approach as explained above. This can also involve natural consequences (see Appendix 5). This helps pupils to understand what they did wrong, explain their feelings at the time and reflect on what could have happened differently. Most importantly, it builds on what needs to happen next to rebuild trust and make better decisions moving forward.

It may be the case that a pupil feels they have been unfairly treated. They may disagree with the sanction given. They should take an appropriate opportunity (e.g. during Break or Lunchtime) to respectfully discuss the matter with the member of staff. They may speak to a member of staff, such as the Pastoral Support Practitioner (ELSA TA), to help them resolve the issue.

In cases where a pupil's failure to apologise and repair presents a risk to the safety, health and well-being of others in the school internal exclusion may be necessary until the risk is reduced. Repeated refusals to apologise and repair are both an indication of deeper issues that may need to be addressed as well as a refusal to meet the Core Expectations of the School.

8 Record Keeping

It is important to keep detailed records of behaviour incidents and also be used to record formal contact with pupils and parents/carers. All behaviour incidents are logged on CPOMs using the 'behaviour related log' tag. Staff then select a type of behaviour tag to indicate the main behaviour that was identified. All parent contact relating to the incident is also logged on CPOMs. This is a secure, online portal where staff can log behaviour related incidents.

Records are maintained when liaising with outside agencies such as Educational Welfare Officers (EWOs) and social workers. These records are vital in terms of providing evidence for further action and support.

Senior leaders analyse these reports half termly to identify trends and pupils who may require further support.

9 Guidance relating to specific areas of behaviour

Endangering the well-being of members of the school community

All members of the community have a responsibility to act in a way that does not endanger the safety, health and well-being of any members of the school community. Whether intentional or not, dangerous behaviour is a very serious matter and may result in a fixed-term external suspension (previously known as exclusion) or a permanent exclusion in severe cases.

Swearing / Threatening Language / Verbal Abuse

Swearing is regarded as verbal abuse and is unacceptable. Any use of language that harms the well-being of another member of the community is unacceptable and therefore internal and external suspension (previously known as exclusion) may be used. The sanction will vary according to the severity of the incident.

Hate or Prejudice-related Behaviour

Hate or prejudice-related behaviour is unacceptable and will not be tolerated. This includes the use of prejudice related language. The school aims to promote an atmosphere of understanding to demonstrate that discriminatory behaviour of any kind is unacceptable – this includes racism, homophobia and disability related discrimination.

All hate or prejudice-related incidents are recorded with a list of racial, homophobic and disability related incidents submitted to the Local Authority on an annual basis. The sanction for hate or prejudice related behaviour will vary according to the severity of the incident, with more significant or repeated incidents leading to fixed term suspension (previously known as exclusion) and possibly a permanent exclusion.

Bullying & Cyber Bullying

We aim to make the school a 'bully free' zone. Staff are trained to be alert to signs of bullying and to notify the ELSA Support Practitioner, Headteacher or Online Safety Leader in the first instance of any concerns. We also encourage pupils and parents/carers to notify the school of any bullying. See Appendix 2 & 3 for further details.

All incidents of bullying, whether in person or online, will be recorded and a tracking procedure will be used to highlight repeat occurrences. Staff will work with the bully and the victim plus the parents/carers to ensure the victim feels safe in attending school. Outside agencies may be involved e.g. the EWO and the police. We also work with both the victim and the perpetrator, offering support and guidance on how to end the bullying, including restorative justice, peer mentoring and mediation.

Pupils are made aware of what constitutes a positive relationship and how to report and deal with bullying bullies through the curriculum, including PSHE and RSE, Computing and e-safety as well as themed assemblies and collective worship.

Bullying is a very serious matter and may result in a fixed-term external suspension (previously known as exclusion) or a permanent exclusion in severe cases if improvements are not seen to be made.

Violence

Violence and threatened violence are unacceptable in school and will not be tolerated. It is also a basic expectation of all pupils that they will respond to aggression with de-escalation strategies. Each incident will be investigated and where necessary the perpetrator(s) will receive consequences for their actions.

An actual or threatened physical attack presents a risk to the safety, health and well-being to others in the community and therefore suspension (previously known as exclusion) may be used. The sanction will vary according to the severity of the incident: second and/or subsequent offences will likely attract an increased sanction. Persistent offenders will face permanent exclusion. In extreme cases the pupil may face permanent exclusion for a first offence.

Prohibited and Banned items

The following items are prohibited. Pupils who bring these items onto the school site will risk internal or external suspension (previously known as exclusion) and may be reported to the police.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In addition to 'prohibited items' the school does not allow certain items in order to maintain high standards of safety and behaviour. These banned items include:

- E-cigarettes, vapes or any items that might be related to the use of tobacco or drugs.
- Legal drugs such as 'legal highs', 'over the counter' pharmacy drugs or prescription drugs without prior agreement with the school office.
- Mobile phones – all mobile phones must be given to the office and locked in a secure cabinet each day.
- Smart Watches – as some smart watches have the function to record, pupils will not be able to wear these to school. Children can use normal analogue watches instead.

Knives and weapons

Pupils are not allowed to bring to, or use in school, any type of gun, any type of knife (including craft knives or pen knives), laser pens and other weapons or dangerous items. Pupils who do will likely be externally excluded from school for a fixed period depending on the nature of the offence. Very serious offences may be punishable by permanent exclusion. The police may be informed in cases where a dangerous weapon is brought onto the school site.

Tobacco

Smoking and vaping is not allowed anywhere on school premises or during travel to and from school. Pupils who are caught smoking and/or in possession of smoking materials could be excluded. Smoking and vaping materials will be confiscated and destroyed rather than returned to the pupil and/or parent/carer.

Alcohol

Alcohol is not allowed in school or during travel to and from school. The consumption, supply or possession of alcohol by a pupil presents a clear threat to the safety, health and well-being of others and will result in an internal or external suspension (previously known as exclusion), depending on the severity of the circumstance. Alcohol will be confiscated and destroyed rather than returned to the pupil and/or parent/carer.

Illegal Substances

The school has a clear code for dealing with any instances of substance misuse. The code is as follows:

- a) Pupil found using and/or in possession of an illegal substance in school for a first instance will face a fixed term suspension (previously known as exclusion) of five days.
- b) Pupil found using and/or in possession of an illegal substance in school for a second instance will face a permanent exclusion.
- c) Pupil found supplying illegal substances (with or without the exchange of monies or material goods) or intending to supply such substances will be given a permanent exclusion.

Use of Aerosols

The use of aerosols in classrooms by pupils is banned unless directed by a staff member for the purposes of learning. Sanctions may be used in such instances where this is not adhered to.

Truancy

Truancy is an unacceptable risk to the safety, health and well-being of pupils. Pupils who are absent from lessons, or who leave the school site during the day without permission, will be regarded as truants. Serious cases and/or persistent offences of truancy will result in suspension (previously known as exclusion).

Inappropriate use of the Internet

Pupils are forbidden to use the internet inappropriately. The Acceptable Use of ICT Policy and accompanying User Agreements detail what is considered acceptable and unacceptable use of any aspect of technology, be it mobile phones, computers or social networking. Sanctions may be used in such instances.

Damage to the School Fabric or Furniture

If the damage is accidental, there will be no charge. If the damage is the result of reckless behaviour the cost of repair/replacement is shared between those involved.

Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions, including suspension (previously known as exclusion).

Setting off the Fire Alarm

Setting off the fire alarm or damaging fire protection equipment is a serious act that puts the health and safety of pupils and staff at risk. Reckless behaviour which results in the fire alarm being set off is unacceptable. Any pupil who intentionally sets off the fire alarm will likely be externally excluded from school. Repeat offenders will face permanent exclusion.

Theft

Theft from the school, pupils or staff will attract internal or external suspension (previously known as exclusion), depending on the severity of the incident. Second and/or subsequent offences will attract a longer period of suspension (previously known as exclusion). Persistent offenders will face permanent exclusion. Very serious first offences may be punishable by permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the pupil concerned.

Defiance of Staff

Defiance of staff at any level will not be tolerated. In modest cases of defiance, warnings may be issued. Persistent or more severe cases of defiance present a risk to the safety, health and well-being of themselves and others and will result in the school contacting the parent or carer immediately and agreeing on a sanction. Extreme cases of defiance may result in external or permanent suspension.

Use of Personal Information Technology

Personal IT should not be brought into school unless under exceptional circumstances. The IT equipment should be stored in the school office and pupils and staff collect it at the end of the day.

Behaviour during the Journey to and from School

The journeys to and from school (this includes pupils who walk or cycle to school, or travel on the daily home to school transport) are governed by school behaviour rules. The same sanctions will apply. Once pupils have arrived on the school site in the morning, they are not permitted to leave the site without permission.

It is expected that pupils will behave well on the journey to and from school. Poor behaviour on buses is a threat to the safety and well-being of others and is completely unacceptable. Likewise, rudeness to drivers and other adults will not be tolerated and this behaviour policy will be followed.

10 Support, Monitoring and Further Consequences

When a pupil behaves inappropriately, it is important that the pupil, parents/carers and staff work together to help the pupil to avoid such behaviour in future.

Monitoring and improvement

Members of the SLT will monitor behaviour. Strategies may involve but are not limited to:

- Support from our pastoral staff / ELSA
- Tracking of the behaviour;
- Concerns raised with parents/carers by phone, email or letter;
- Meeting with SLT, pupil and parents;
- A behaviour plan is put in place to outline specific goals and this is shared with all staff, the pupil and parents. This plan is then monitored and reviewed regularly to measure impact.
- If the behaviour plan does not see improvement, support from outside agencies may be enlisted.
- Support from SENDCO to explore any special educational needs and submit referrals where necessary.
- Alternative educational placement sought.

Suspensions (previously known as exclusions)

All suspensions are an extremely serious matter.

When a pupil has behaved in a way that demonstrates that they are not willing to adhere to the school's behaviour policy, and therefore are a threat to the safety and/or learning of others they will be excluded from lessons. Parents and/or carers of pupils who are externally excluded or repeatedly internally excluded are at risk of Permanent Exclusion. Such pupils will be invited to attend a meeting with their class teacher to discuss appropriate support to address the behaviour and may be placed on a behaviour plan, outlining the support in place for the child, reviewed regularly. If a pupil continues to fail to adhere to the behaviour policy of the school, they may be at risk of permanent exclusion.

For any external suspension, pupils and their parents/carers will be required to attend a re-integration meeting. The pupil may not be permitted back into lessons until such a meeting takes place. The pupil will be expected to make an apology (usually face to face) to any injured parties as part of this process and be part of a restorative conversation. A record of this meeting will be uploaded to CPOMs.

Internal Exclusion

Pupils who present a manageable risk to the safety, health and well-being of themselves or others will be internally excluded. Whilst in internal exclusion, pupils will continue to be required to learn and behave in accordance with the school's behaviour policy. This may take place in a different classroom or with a member of staff away from the child's class. When a pupil has received an Internal Exclusion, parents and carers will be informed.

External Suspension & Permanent Exclusion

An external suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Pupils whose behaviour presents a risk to the safety, health and well-being of themselves or others will be externally excluded for a fixed term until the risk can be significantly reduced to a manageable level. If the school has exhausted all reasonable strategies to reduce the risk to a manageable level or if the pupil has committed a 'one off' breach of the Behaviour Policy that the behaviour of the pupil cannot be reasonably managed, the pupil will receive a Permanent Exclusion.

The School is guided by the latest DfE recommendations on suspensions (<https://www.gov.uk/government/publications/school-exclusion>). The decision to externally exclude a Pupil can only be made by the Head Teacher and is never taken lightly.

Parents will be informed in writing of a suspension with information about a reintegration meeting to be held upon the child's return to school. Work will be provided for the child to complete during their suspension and to bring to the re-integration meeting.

As part of the Equal Opportunities policy, the Head Teacher will monitor all suspensions based on such issues as gender, ethnicity, special educational needs and 'disadvantage' (or Pupil Premium status). Disparities will be addressed appropriately and preventative action will attempt to redress imbalance.

The Use of Force

There are times when it is necessary for staff to use force. We follow the DfE guidance on the use of reasonable force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 1

Summary of Behaviour Protocols

Golden Rules & Core Expectations

As an essential part of creating a culture of high expectations and success, it is very important that all pupils take responsibility themselves and meet the Core Expectations throughout the day. These are outlined by three golden rules:



These can be described in more detail below

4. **Be Ready** - Arrive in correct uniform, on time and with the required equipment. Be 'ready to learn' by demonstrating at least a secure attitude to learning;
5. **Be Respectful** - Treat staff, other pupils and the school environment with respect at all times
6. **Be Safe** – Keep ourselves safe whilst at school and keep others safe by following school rules and expectations. If you do something wrong, apologise and repair the situation.

Our **Rainbow Ladder** reflects this as it gives children the opportunity to move up and down the ladder throughout the course of the day, so all children know how they are doing with their behaviour within a school day. A summary of the ladder is below:

Outstanding	This is the highest a pupil can reach in the day and they have to demonstrate all the school's values and mission in their daily work. If these pupils remain here at the end of the day, they receive 5 house points for their team.
Role Model	Reaching role model shows that a pupil has worked hard to demonstrate our school's values and required learning behaviours. If these pupils remain here at the end of the day, they receive 1 house point for their team.
Ready to Learn	All pupils start here each day. This gives pupils the opportunity to have a fresh start each morning when they come into class. During the day, they can move up or down the rainbow ladder based on their behaviour and attitude at school.
Think about it	Pupils will be moved down to Think About It after they have been reminded verbally twice about their behaviour. On the third time, their name will be moved.
Consequence	Pupils move down to consequence if they continue to break class and school rules. There are 3 levels to this: <ol style="list-style-type: none">1. Pupils will be asked to move seat. If they are in a practical lesson, such as PE, they will miss part of an activity.2. If the misbehaviour continues, pupils will miss part of their break time or lunch time.3. If the misbehaviour continues past this, they will be asked to leave and have a time out in a different classroom.

Use of the Rainbow Ladder

- **Positive approaches**

Praise for making the right choices.

Move name up during class time

Outside of class time - housepoints awarded

Children who reach outstanding receive 5 housepoints

Children who reach Role Model is 1 housepoint

Winning house each week receive 5 extra minutes playtime on a Friday

- **Redirection**

Gentle encouragement, a 'nudge' in the right direction, small act of kindness.

- **Reminder of behaviour**

A reminder of the expectations (refer to the golden rules) delivered privately wherever possible. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

- **Reminder of consequences**

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

- **Verbal warning**

A clear verbal caution delivered privately wherever possible. Say to the child "If your behaviour continues you will be (say what the consequence is)."

- **Consequence**

If the child continues to display the behaviour and has chosen to ignore warnings the consequence is issued.

1. Pupils will be asked to move seat. If they are in a practical lesson, such as PE, they will miss part of an activity.
2. If the misbehaviour continues, pupils will miss part of their break time or lunch time.
3. If the misbehaviour continues past this, they will be asked to leave and have a time out in a different classroom.

This ladder is to be used for low level disruption. Behaviours such as hurting someone, swearing and damaging school property may require an instant consequence.

If the child is not ready to learn after they have had their consequence they will take a **blue reset card** to an adult to have a restorative conversation.

Once blue reset card used, behaviour incident logged on CPOMs as soon as possible.

Teacher to keep record of incidents and parents informed after at least 3 logged incidents.

Appendix 2

Anti-bullying Guidelines

Bullying is considered to be the following:

- Deliberate behaviour that is intended to cause suffering to another;
- It is behaviour that is persistent;
- It constitutes a misuse of power aimed at a specific person;
- It is intimidating behaviour aimed at a specific person/people.

Bullying may include any of the following:

- Physical assault (hitting, kicking or punching) or threat of physical assault;
- Personal items being deliberately damaged or stolen;
- Forcing Pupils to do something against their will;
- Excluding an individual in such a way that they are made to feel vulnerable and different;
- Making verbal comments or threats which are inappropriate, including those of a racist, sexist or homophobic nature;
- Making graffiti which is inappropriate
- Ignoring or refusing to speak to another Pupil;
- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable;
- Sending offensive messages via social media, text or email;
- Organising and/or inciting others to do any of the above.

Even where heightened awareness and clear policies exist, Pupils may still exhibit anti-social behaviour. Members of staff should be aware of the following signs:

- Items of clothing lost or damaged
- Pupil may become withdrawn and reluctant to say why
- Decline in academic progress
- Reluctance to attend school and absenteeism
- Money goes missing or needs to be borrowed

Bullying can take place anywhere, including:

- On the journey to and from School
- Walking between lessons
- During break and lunch times
- During registration and lessons
- At home and/or outside School
- Via mobile phone or online.

Appendix 3 - Anti-Bullying Policy

Introduction & Definition of Bullying

Our school mission is to grow in faith, grow in learning and grow our future world. We do this by following 3 core values; to be ambitious, to be kind and to give. Following in the example of Jesus, as a school we pride ourselves in being kind and not expecting anything in return. In addition, we follow the golden rules of being ready safe and respectful. Therefore, bullying does not align itself with our core vision and values and we do not tolerate it in this school.

Definition of Bullying

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years. We share this definition as follows:

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.’

We use this definition to distinguish when bullying is taking place and how this differs to other separate behaviour incidents.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying, including cyber bullying. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they

are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class on CPOMs that they are aware of in the school.

Teachers record behaviour incidents on CPOMs using the 'significant behaviour incident' tag and chooses the option of which type of 'bullying this may be'. This is shared with the Head Teacher for monitoring and tracking. This is tracked through the Behaviour Governor Report and a log is kept on CPOMs of all bullying incidents as well as associated actions and next steps. These are logged to check that there is not a pattern of unacceptable behaviour shown to one (or more) child – which may suggest bullying.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents. Children are taught how to raise the alarm if bullying or offensive comments/ images appear on line.

As our anti-bullying guideline suggests, we record incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, their statement is also added to CPOMs. This enables leaders to be able to track incidents and spot patterns so that they can intervene early and limit the damage caused.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents and carers

Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents and carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. The policy is available in paper and on the school website. The school will endeavour to help parents and carers to monitor cyber bullying at home by providing training and guidance.

Appendix 4

Break & Lunchtime Arrangements

During break and lunchtime, children are expected to follow the golden rules as they do in the classroom.

Rewards & Consequences:

Stickers : Children will be rewarded with stickers when showing meeting of playground rules

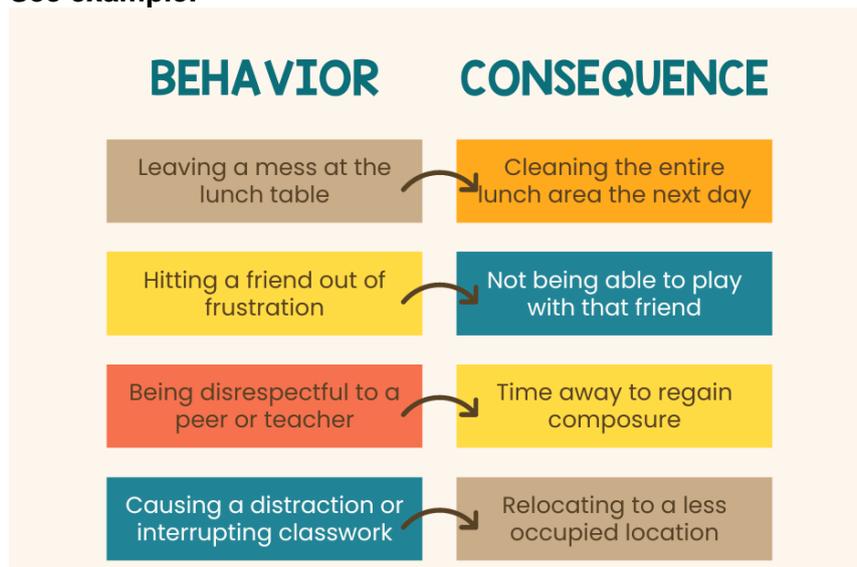
Consequences : Children not showing playground rules will receive:

1. Verbal warning
2. Verbal warning and reminder that time out will happen if this doesn't change
3. Time out bench (5 minute timer)
4. Children can then re-engage with play after this. If this continues, class teacher will be notified to discuss next steps.

Behaviour incidents are then recorded on our behaviour logging system, CPOMS using the category 'Behaviour Related Log' and then a specific type of behaviour will be selected.

Appendix 5 – Natural consequences

See example:



Appendix 6 – Behaviour Chart Example

Name:	I did not talk when someone else is talking	I did not distract others	I listened to the instructions the first time	I will try my hardest with my work	I am respectful to everyone in the school
Date:					
What has gone well today?					
What needs to be improved for tomorrow?					

Please note that targets may change on a case by case basis.

Appendix 7 – Positive Behaviour Management Plan Example

Positive Behaviour Management Plan

Name: *****	DOB:	Date:	Version of plan: Review Date:
Brief description of presenting difficult/dangerous behaviours:		Positive behaviour(s) we wish to see / have:	
Differentiated measures to promote / support positive behaviours:			
POSITIVE behaviours you will see:	What you will say and do:		
DIFFICULT behaviours you will see:	What you will say and do:		
DANGEROUS behaviours you will see:	What you will say and do:		
Post incident recovery and debrief measures			

Appendix 8 – Risk Assessment Example



Reference nos.

Risk Assessment Form

Pupil						
School	Barningham CEVC	Assessment date		Review date		
Description of assessment e.g. activity, equipment, environment						
Types of hazard(s) identified (assuming no controls)	Who might be harmed and how	Likelihood (1, 2, or 3)	Severity (1, 2, or 3)	Risk Rating (H, M or L)	What are you already doing?	Do controls reduce risk to acceptable levels?
Assessors Name:		Assessors Signature:		Date:		

Severity 1 = no first aid intervention needed (no parent contact required), mild disruption
 Severity 2 = first aid required on site (parent contact required), disruption (to other children and teaching)
 Severity 3 = off site medical assistance required (exclusion), major disruption (mental trauma and unable to teach)

Likelihood 1 = once a half term
 Likelihood 2 = once a week
 Likelihood 3 = daily

Monitoring and review

The Head Teacher, who reports to governors about the effectiveness of the policy on request, monitors this policy regularly.

This Anti-Bullying and Behaviour Policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's bullying incident log, and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Signed: Miss Stephany Hunter (headteacher)

Signed: Miss Beth Cartwright (Behaviour & Attitudes leader, Online Safety leader, Anti-Bullying leader)

Reviewed September 2025

To be reviewed September 2026