Behaviour Policy
(including anti-bullying)

Date Written: September 2026
Next review date: September 2027

Vision

1.1 We put children first, pioneering excellence and championing every child.

1.2 Every day at Churchwood Primary School is an extraordinary school day. Our unwavering commitment in delivering an inspiring and inclusive curriculum develops independent pupils. As part of the school ethos, we model a culture of learning, nurturing, and developing skills and talents. We endeavour to nurture inquisitive minds to enable them to become the best that they can be. We aim to support our families by connecting with them to achieve the best outcomes for their children. Promoting positive behaviour is an attitude we all value.

1.3 The Pioneer Academy and Churchwood Primary School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Trust Expectations

2.1 Safe:

i. Schools are safe and secure
ii. Safeguarding is effective and robust
iii. Similarities and differences are celebrated; everyone thrives and flourishes

2.2 Happy:

i. Pupils and staff are positive and succeed in a supportive environment
ii. Well-being for all
iii. High standards of attendance and enjoyment are outcomes of an inclusive TPA school.

2.3 Learning:

i. Learning is achieved by the successful sequencing of memorable experiences
ii. Learners are engaged, resilient and enthusiastic
iii. Learning outcomes are ambitious due to knowledgeable and effective teaching.

2.4 At Churchwood Primary School, we believe that all behaviour is a means of communication. We believe that children who sometimes display unsocial, anti-learning and anti-social behaviours are communicating through an emotional response and it is our job to support children to manage this.

2.5 Our Behaviour Policy ensures that within a framework of expectations, routines, rights and responsibilities we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn. We have high expectations of behaviour from all our pupils and adults.

2.6 To create and maintain a positive classroom and school environment we encourage:

i. Self control/self discipline/self management of behaviour
ii. Taking responsibility for one's own behaviour
iii. Having respect for the rights of adults and of other pupils
iv. Working co-operatively
v. Showing honesty and fairness
vi. Having clear and shared class visions
vii. The use of personal goals throughout the curriculum

2.7 We are aware that at times children may have additional needs, or may be facing challenging circumstances which may impact on their ability to regulate their own behaviour. Where this is the case we adapt our expectations in order to ensure that the expectations are fair and understood by all.

Expectations

3.1 At Churchwood Primary School we follow the following 5 core values:

i. Co-operation
ii. Empathy
iii. Resilience
iv. Ambition
v. Independence

All staff enthusiastically 'praise the best' and discretely link the pro-social behaviour with the associated school value.

3.2 At the beginning of each academic year, and throughout, teachers reinforce the school expectations. These are displayed in the classroom to be used as a point of reference for maintaining high standards of behaviour for anyone working in that room; they are revised at the start of each half-term. The class also creates and displays a class vision that children can see as they enter the room.

The right to teach and learn

4.1 Every person in the school has rights. All adults have the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

i. The right to learn and help others through careful listening and turn taking
ii. The right to feel safe in, and move around the school, classroom and playground
iii. The right to express themselves, ask questions and, share opinions and ideas
iv. The right to be treated fairly, with equality and respect in line with our Equality Statement.
v. The right to be listened to in a dispute and have difficulties with others settled
vi. The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after

4.2 We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

Effective communication

5.1 We believe that there is always a reason for unsocial, anti-learning or anti-social behaviour. As the adults we are responsible for finding out the reasons for the behaviour and helping children self-regulate. When children are unable to do this, adults will support through adult led co-regulation. We manage this through calm and consistent communication both verbal and non-verbal. We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together.

5.2 When we discuss behaviour we do not refer to the child but to the behaviour concerned. All staff at Churchwood Primary School will use non-confrontational approaches when speaking to the children and the rest of the school community. Communication around behaviour will be done privately.

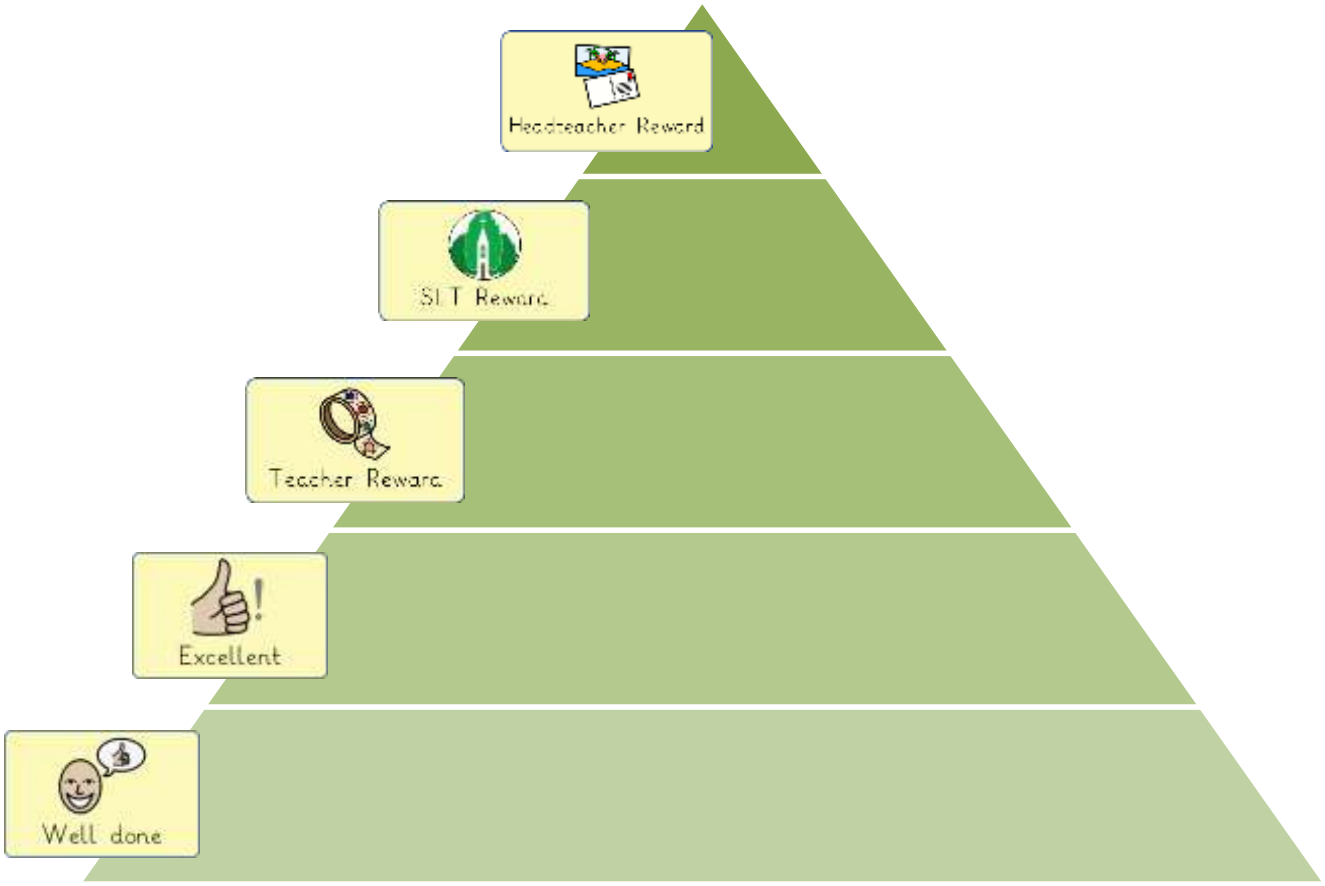
Positive reinforcement

5.3 Rewards are central to the encouragement of positive behaviour. Our whole school 'Praise the Best' is central to our ethos. School staff will seek opportunities to reward positive behaviour linked to our values. Effort, as well as achievement, will be recognised. All staff will deliver 'praising the best' with enthusiasm and clarity on the reason for the praise (*i.e. Jack thank you for showing Captain Co-operation, when you helped Sally with her maths'*).

5.4 The Green Reward Triangle is central to our positive ethos:

i. Children are rewarded with Dojos when they display one of the school values.
ii. Everyone starts at the starting point each day.
iii. They move up the triangle at the end of each day (Monday to Friday) depending on how many Dojos they have earned.
iv. At 3pm, the Headteacher, or member of the Senior Leadership Team, will visit each class to reward children at the top of the triangle.
v. They then return to the starting point the next morning.

vi. Once a child has moved up any step on the green triangle, they cannot be moved back down as a consequence.



- Verbal praise **well done** *(equates to 1 dojo)*
- Verbal praise **excellent** *(equates to 2 dojos)*
- Be praised by our teachers - ***Sticker*** *(equates to 3 dojos)*
- 3pm: Senior Leadership Team (SLT) acknowledgement - ***Golden Sticker*** *(equates to 4 dojos)*
- Headteacher acknowledgement – ***Postcard*** *(equates to 5 dojos)*

- Headteacher Certificate – ***Weekly Awards Assembly***

5.6 Achievement Celebration Assembly

This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, one child per class will be nominated by their class teacher for a specific targeted reason that reflect individual success/achievement within that week, which links to one of the school values.

5.7 **Class Reward**

The purpose of accumulating dojo points is to contribute collectively to a class reward. Each class teacher will set a class total to be achieved by a set end point (to be decided by the teacher). At the point of setting the target, the reward must be agreed with the class to provide motivation. All pupils contribute towards this target and work collectively to achieve

it, showing Captain Co-operation. If the class reaches the agreed total by the agreed end point, pupils will receive a class reward; no pupil will be excluded from the reward, as all pupils contribute towards the class total. A minimum of 1 reward a term, but the frequency is identified by the teacher.

Consequences

6.1 It is, of course, necessary to give consequences to children who make unsocial, anti-learning or anti-social behaviour choices. These consequences aim to help children reflect on, and learn from, their actions. This is very important in the classroom because a lack of positive learning behaviours leads to disruption and ultimately affects the ability of the rest of the class to concentrate, as well as take time away from the teacher to do their job and teach all the children.

6.2 Types of Consequences

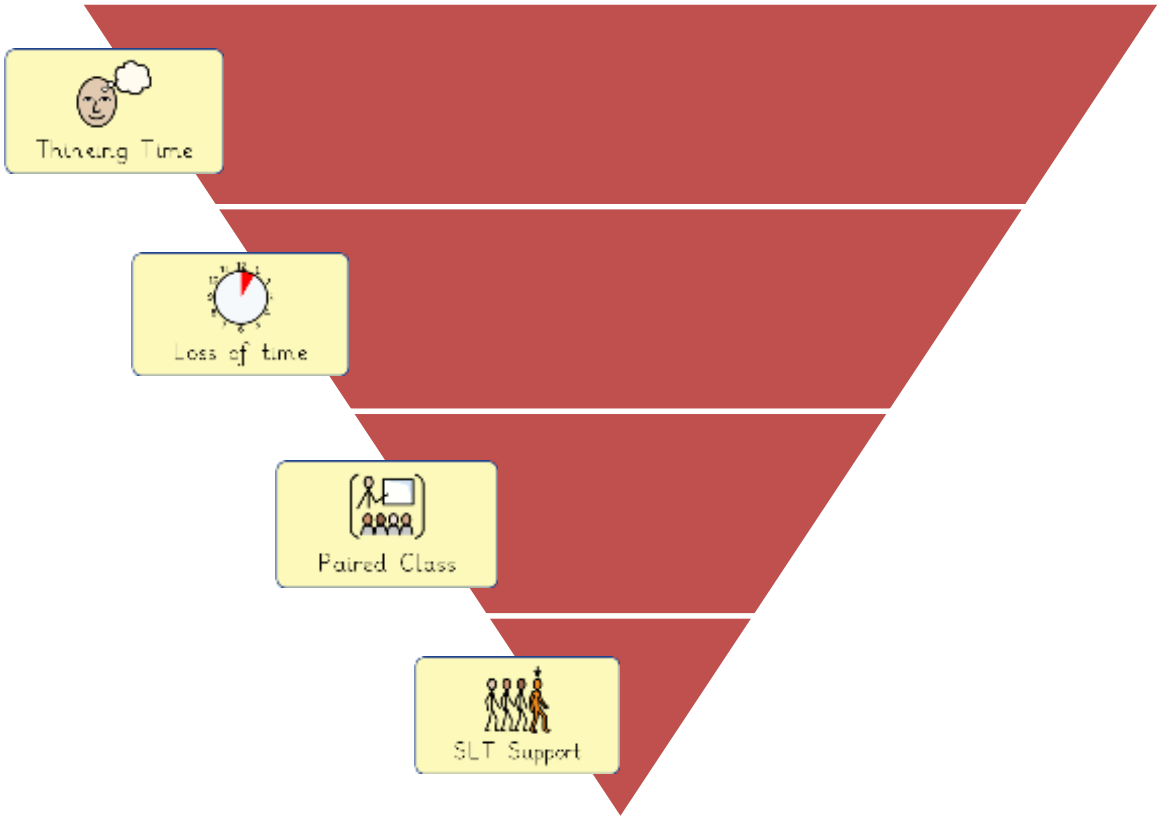
6.2.1 There are two types of consequences used within the school, Educational and Protective. Each type of consequence has a different function, often being used in conjunction with each other, but not exclusively so.

i. *Educational consequences* are defined as 'the learning, rehearsing or teaching so the freedom can be returned.'

ii. *Protective consequences* are defined as 'the removal of freedom to manage harm'.

6.3 The Red Consequence Triangle

6.3.1 This triangle is on the teacher's desk to ensure that all aspects of behaviour management remain private with the child.



6.3.2 The Red Triangle re-sets at lunchtime and at the end of the day.

6.3.3 There is a clear system and progression of consequences as a result of continuing to not follow the expectations set.

Non-verbal reminder	Adult using either non-verbal cues or use of 'praise the best' for children around the identified child. This gives the child time to correct their behaviours.
Verbal Reminder	**Verbal reminder** (using positive framing) *For example: Ronnie continues to swing on his chair – the adult says, '**Ronnie sitting safely**' not 'if you carry on X, Y and Z will happen!'*
Consequence 1 on Red Triangle: Thinking Time	**Spend 5 minutes alone in a Responsible Thinking Space** in the classroom or within close proximity to the classroom, where the child can be seen (adult privately talks to the pupil about the presenting behaviour)
Consequence 2 on Red Triangle: Loss of Time	**Spend 5 minutes of breaktime or lunchtime with a teacher**. • Names are recorded on CPOMS. A total of 5 Consequence 2s in one half term results in parents/carer being informed by the Class Teacher. • Pupils to take part in a restorative conversation using the restorative conversation mat.
Consequence 3 on Red Triangle: Paired Class	**Spend 30 minutes in a paired class**. • The Class Teacher will ensure that appropriate work is sent with the pupil that they can access independently. • Paired classes: Nursery and Reception; Y1 and Y2; Y3 and Y4; Y5 and Y6.

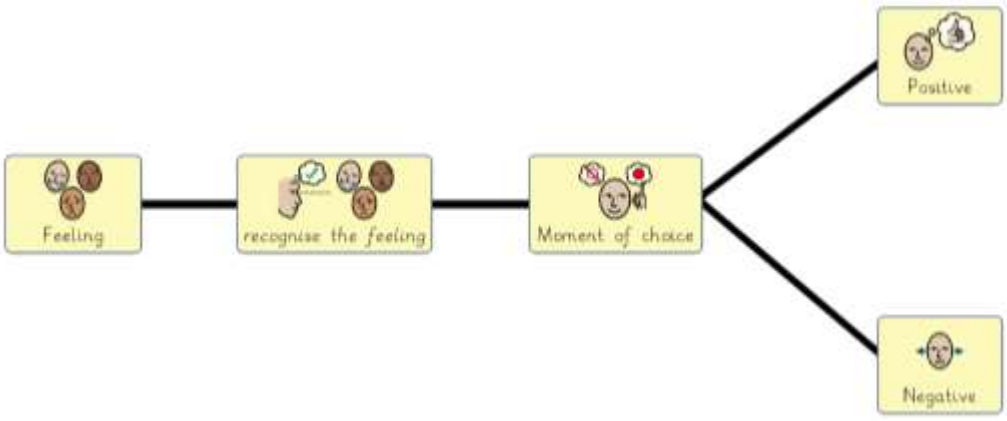
	• The Class Teacher will record the incident, consequence and parent/carer follow up to be recorded on CPOMS and regularly reviewed by the Leadership Team. • Parents/Carers are to be informed. This can be by Class Dojo, telephone call or conversation at the end of the day. • Instigate the 'Behaviour Support Model' to identify strategies to support the child in making pro-social behaviours.
Consequence 4 on Red Triangle: Senior Leadership Team Support	**Sent to the Member of SLT.** • The Class Teacher will record the incident, consequence and parent/carer follow up to be recorded on CPOMS and regularly reviewed by the Leadership Team. • Parents/Carers are to be informed by the Phase Lead. This can be by a telephone call or conversation at the end of the day. • The 'Behaviour Support Model' will be reviewed and updated in conjunction with the SENDCo.

6.3.4 Restorative Conversation

If a pupil has displayed an anti-learning or anti-social behaviour, a restorative conversation should occur as part of an educational consequence. This should only happen when the pupil is regulated, calm and is able to reflect on the incident. The conversation should be completed by the adult who was involved in the initial behaviour incident, if applicable the secondary adult could also be involved. The purpose is to unpick the incident to identify the impact of the behaviour(s) have had on the pupil, on others and how the pupil could respond differently in the future. This should be a positive conversation and focus on individual's feelings and not on blame. Refer to ***appendix A*** *for the* ***Restorative Conversation Mat****.*

6.3.5 Inclusion and Permissions Diagram

When reflecting on behaviour choices, as part of the restorative conversation, staff will use the 'Inclusion and Permissions Diagram'. The purpose of the diagram is to support the child in acknowledging there is always a choice related to behaviour. Through discussion, appropriate support strategies can be identified.



6.3.6 Behaviour Support Model

If the same anti-learning or anti-social behaviours appear consistently three - five times or more, the class teacher will begin the Behaviour Support Model:

i. Teacher to complete the **'Behaviour Support Plan'** on Insight in conjunction with the Phase Lead/SENDCo. During this discussion, you could also refer to the SEND Matrix (for pupils with a SEND need) and **The Graduated Response** (for non-SEND pupils) to make sure that consideration is given to all appropriate *Mainstream* and *Mainstream Plus* strategies. These can then be incorporated into the plan for the presenting behaviour(s). This plan should run for two weeks and then be reviewed to mark the impact.

ii. If impact is minimal, repeat the process and make small adjustments to the existing plan, do not completely overhaul the plan. Request support from the SENDCo, if deemed appropriate. This adapted plan, should then be reviewed again after two weeks.

iii. In conjunction with the SENDCo, the class teacher completes a **Boxall Profile** to provide greater context on the abilities of the pupil and inform future support strategies.

iv. *Targeted Support:* If impact remains minimal, a further review is completed, with a focus on targeted support options (i.e. Talk About intervention, academic intervention, behaviour specific books focusing on presenting behaviour(s), social stories).

v. *Enhanced Support:* At this point, the school will complete referrals to external agencies (CLASS, The Team Around the School Setting (TASS), Educational Psychologist, The London South East Academy Outreach Service (LSEAT) & Inclusion and Alternative Provision Service (iNCAP) for additional training and support strategies.

vi. However, if a pupil already has a PLP (due to being on the SEND Register), this document will take the place of the Behaviour Support Plan and will be populated with specific Boxall targets and support strategies.

7. In School Isolation/Fixed term Suspension

7.1 The consequence of isolation or fixed term suspension will be used for incidents of:

i. physical assault against a pupil
ii. physical assault against an adult
iii. verbal abuse or threatening behaviour against a pupil
iv. verbal abuse or threatening behaviour against an adult
v. persistent disruptive behaviour
vi. use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
vii. bullying
viii. racist abuse
ix. abuse against sexual orientation or gender reassignment
x. abuse relating to disability

7.2 This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

7.3 **Internal suspension** in which a child is removed from her/his class and placed away from their class

7.4 **Fixed term suspension** where a child is not permitted to attend school for a fixed period of time.

7.5 **Permanent exclusion** whereby a pupil is no longer permitted to attend Churchwood Primary School.

7.6 Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed-term suspension will be used as a consequence.

Reintegration of suspended pupils

8.1 All pupils being reintegrated following suspension will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school.

8.2 Permanent exclusion is the ultimate consequence and will be used when:

i. All other avenues of support have proved unsuccessful
ii. A child's behaviour puts the well-being, safety and dignity of others in jeopardy.

Prejudicial or Discriminatory Behaviour

9.1 All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities.

9.2 In all such incidents the following will occur:

i. The seriousness of the incident will be explained to the child.
ii. Details of the incident will be gathered from everyone involved.
iii. The child will be expected to apologise to the victim.
iv. A record of the incident will be made.
v. A decision will be made about the discipline to be employed.
vi. The parents/carers of all the pupils involved will be advised of the incident and the action taken.

9.3 The Headteacher will consider, in consultation with the Chair of the School Board the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

Additional Needs

10.1 For children who have Education Health Care Plans or who have Special Education Needs, we will communicate with the relevant individuals before a decision is made on the appropriate decision when a consequence may be needed. For example, considering the child's needs and the circumstance that may have led to the incident as well as the child's cognitive

understanding of the situation. At times this may require the school to call a meeting with external agencies to discuss further support.

Behaviour Outside of School

11.1 If the school becomes aware that unsocial or anti-social behaviour has been displayed by pupils outside of the school or online, it will be dealt with appropriately. For example, it will be addressed through PSHE and Assembly themes or by a meeting with the parents/carers. We expect our children's behaviour to be excellent at all times as they are representing our school.

11.2 Stage One Behaviour

Behaviour issue	Consequences (Red triangle)	People Involved	Support Offered
Repeatedly out of seat Repeatedly calling out Using equipment intentionally inappropriately / incorrectly Interrupting Unwanted touching (e.g. poking arm) Running inside the building Deliberately not following instructions Distracting others Intentionally not being on task (e.g. lost learning) Not being respectful Play fighting Pushing in line	Non-verbal reminder Verbal warning Thinking Time Loss of time Sent to partner class with work for 30 minutes Behaviour recorded on CPOMs with consequence.	Pupil Class teacher	Positive Reinforcement Positive re-framing Proximity Praise Controlled Choices Restorative conversation

11.3 Stage Two Behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Persistent low-level behaviour Repetitive Play fighting Fighting Displaying bullying behaviours Inappropriate language, including swearing Refusing to follow directions from staff Rudeness to teachers and other adults Refusal to complete learning Wilful damage to property Preventing other children from learning	Graduated approach – working down the Red Behaviour triangle. Implementation of the Behaviour Support Model Referral to Phase Lead Internal Suspension (session / half day)	Pupil Class teacher Parent / Carer Phase Lead /member of SLT	Protective / Education Consequence: loss of break time and/or lunchtime Restorative conversation Restorative intervention Implementation of the Behaviour Support Model

11.4 Stage Three Behaviour

Behaviour issue	Consequences	People Involved	Support Offered

Two incidents of Stage 2 Behaviour in a day Disrespectful or defiant behaviour to members of staff and other adults Biting Directed swearing at an adult or child. Graffiti or vandalism Stealing Intentionally violence Behaviour resulting in the evacuation of the classroom Verbal or physical threat All behaviours that put other children's safety at risk	Implementation of the Behaviour Support Model (or subsequent review) Referral to Senior Leader Removal of break time and/or lunchtime for an extended period of time Reduced access to privileges Internal suspensions Fixed term external suspension	Pupil Class teacher Parent/Carer Phase Lead SENDCo (if on the SEND register) Deputy Headteacher Head Teacher	Restorative intervention Implementation (or review) of the Behaviour Support Model Access to Willows Provision Support of SENDCo Behaviour Support Plan in place with individual reward system If appropriate, referrals made to the following services: The Team Around the School Setting; CAMHS team; EPS; Social care

11.5 Stage Four Behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Consistent / serious threatening behaviour Extreme physical violence Dangerous Behaviours (i.e. climbing) Absconding from class Carrying an offensive weapon	Internal Suspension Time spent at another local TPA school (with CW staff) Fixed term Suspension Permanent Exclusion	Pupil Parent/Carer Class teacher Phase Lead SENDCo Deputy Head Head Teacher	Implementation of a Behaviour Plan Consideration of alternative provision Referrals made to Inclusion and Alternative Provision Team; Placement Support Service (SEND); CAMHS team; EPS; Social care

Repeated racist/homophobic behaviour Repeated incidents of bullying behaviours		LA Inclusion staff	Alternative arrangements for education from day six onwards

Preventing Bullying Policy

12.1 Bullying of any kind is unacceptable at Churchwood Primary School.

How We Prevent Bullying

12.2 We promote a positive ethos of mutual respect and reward pro-social behaviour - see equality statement/behaviour/e-safety policies.

12.3 We raise awareness of bullying behaviours through assemblies and lessons taught as part of the Personal, Social, Health and Economic Education curriculum and marking Anti-bullying week (November); as part of this, we promote a Friendship Day.

12.4 We deal with bullying behaviours by implementing our Behaviour and Anti-Bullying Policies consistently.

12.5 Everyone connected with the whole school community needs to be involved in preventing and eliminating bullying.

Definitions of Bullying

13.1 ***"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."*** Anti-Bullying Alliance.

i. **Physical:** This can be the physical act of hurting someone through pushing, kicking, hitting or pinching.
ii. **Verbal:** It might be done through verbal insults; making fun of a person's appearance or work they have done, taunting, name calling and belittling them (making them feel small) in front of others or hiding their belongings.
iii. **Emotional:** This can be the act of leaving someone out of discussions, games etc, so that they feel unwanted or that nobody likes them.
iv. **Cyber Bullying:** Pupils can be targeted with cyber bullying in their own homes, by phone texts, silent calls, on instant messenger and by abusive websites and forums set up to cause humiliation and embarrassment.
v. **Indirect:** spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form.
vi. **Psychological bullying:** defined as any kind of intentional and purposeful mental abuse.
vii. **Allergy Bullying:** ranging from comments around a pupil's allergy to physically threatening or tricking a pupil to handle or eating their allergen.

What is bullying is like for the Child Experiencing Bullying Behaviours?

14.1 Bullying behaviours are something that makes the child experiencing bullying behaviours feel very unhappy and lonely. It feels frightening and the child experiencing bullying behaviours can feel that it is happening every day. The child experiencing bullying behaviours often feel that there is nothing that they can do to stop the child displaying bullying behaviours.

14.2 Teachers, parents/carers and other children must show the child experiencing bullying behaviours that they care and want to help.

Procedure for the Reporting of Bullying Behaviours

Parents and Carers

15.1 Parents/Carers should approach their class teacher in the first instance if they have concerns. The school will carry out a full investigation following the guidelines of the Anti-Bullying Policy with the investigation recorded clearly on CPOMs. If parents/carers wish to take the matter further, they should make an appointment to speak to either the Deputy Head Teacher or Head Teacher. If there are any further concerns, they need to consult the Complaints Policy.

Pupils

15.2 Anyone who feels they are being bullied or knows of a child who is being bullied should tell any adult in the school. A listening ear service is used throughout the school. A full investigation will be carried out following the guidelines of this policy with written account recorded on CPOMs. If after this, they feel the matter is still unresolved, they should talk to the Deputy Head Teacher or Head Teacher.

Staff

15.3 All reported incidents from parents/carers, pupils or staff will be recorded to detail what happened and who was involved; a full investigation will be carried out following the guidelines of this policy. A full account of the investigation and actions taken should be recorded on CPOMs.

Guidelines for dealing with reported incidents of bullying behaviours

16.1 Children suspected of displaying bullying behaviours will be dealt with as follows:

i. The alleged child displaying bullying behaviours will be approached by an adult (staff member at the school) and given the chance to explain their actions. The incident and outcome of the discussion will be recorded on CPOMs (school record).

ii. If bullying behaviours are substantiated, then consequences of the incident will be explored (i.e. how the child experiencing bullying behaviours feels and reasons for a child wanting to display bullying behaviours). Children who are proven to have displayed bullying behaviours will receive a consequence in line with the school's consequence system. The consequences allocated will follow a graduated response, which will take into consideration the frequency and severity of the bullying behaviours.

iii. Ways to change behaviour will be discussed with supporting strategies and targets put in place.

iv. The child displaying bullying behaviours will receive restorative intervention to understand the impact of their actions on others.

v. Where a pupil is experiencing bullying behaviour, the school will take prompt action to ensure their safety and wellbeing. Appropriate support will be provided, including regular check-ins with a trusted adult, enhanced supervision at unstructured times, and social, emotional and mental health support where required. The pupil's views will be listened to and taken seriously, parents/carers will be kept informed, and strategies to promote emotional wellbeing, self-confidence and resilience will be implemented. Support measures will be regularly reviewed to ensure the pupil feels safe, supported and fully included in school life.

vi. Parents/Carers of the child displaying bullying behaviours will be informed and invited into school. A record of the incident will be kept on the child's CPOMs chronology.

vii. Behaviour of the child displaying bullying behaviours will be monitored and reviewed regularly – in accordance with the Behaviour Policy.

viii. If bullying behaviour persists despite the implementation of a graduated response, the school will escalate its response in line with the Behaviour Policy. This may include more significant consequences, such as internal suspension or fixed-term suspension, where appropriate. The school will continue to provide support and intervention to address the behaviour and promote positive change.

A: Restorative Conversation Mat

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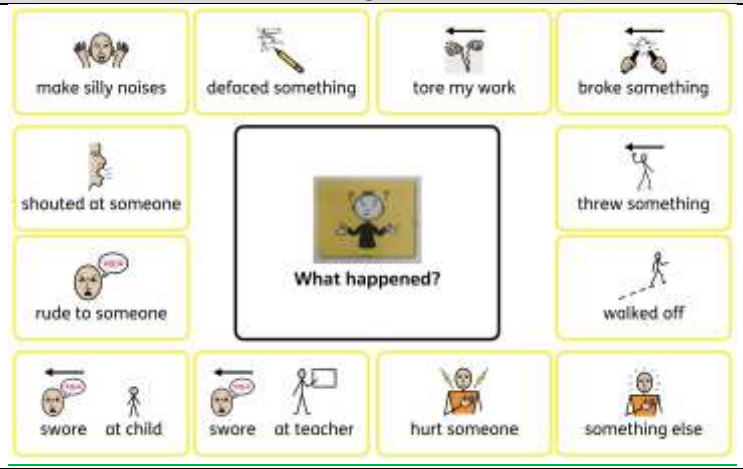	
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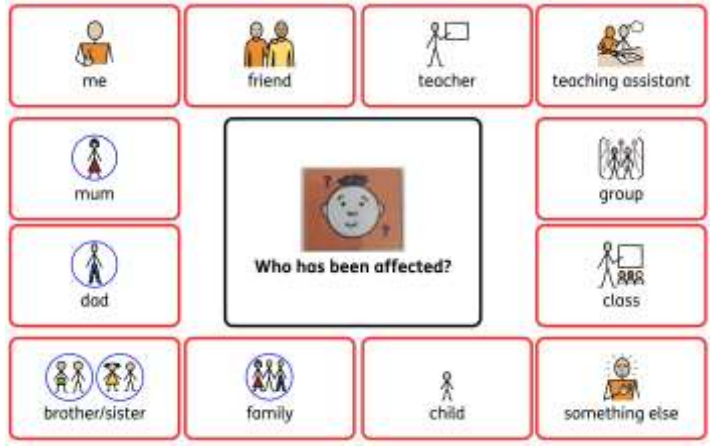	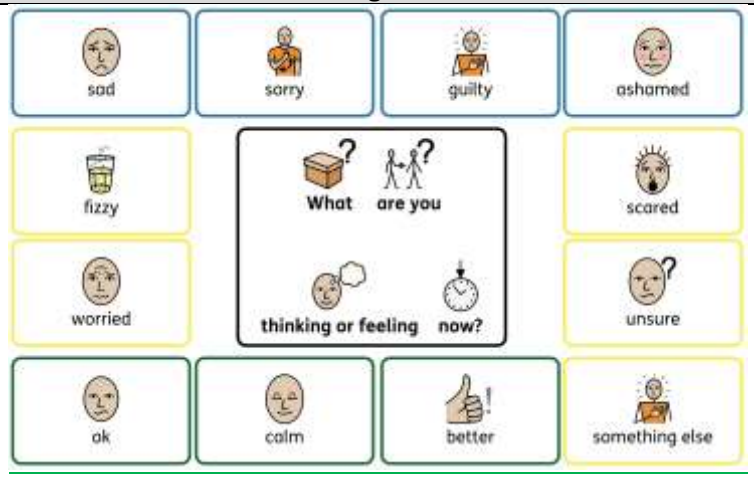

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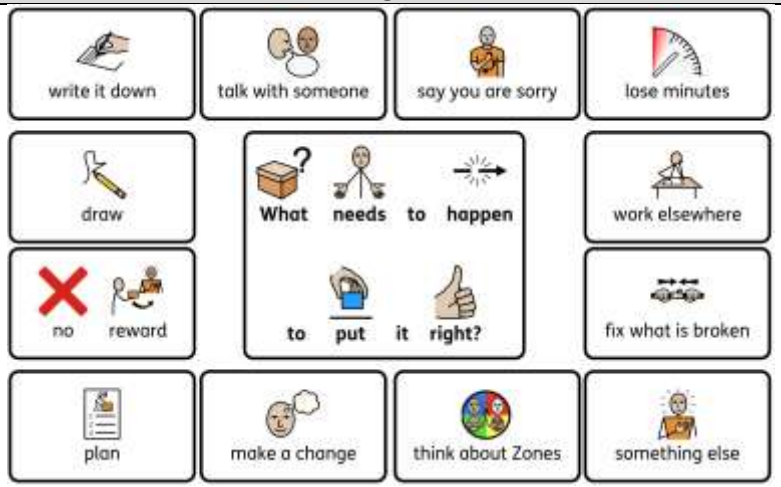	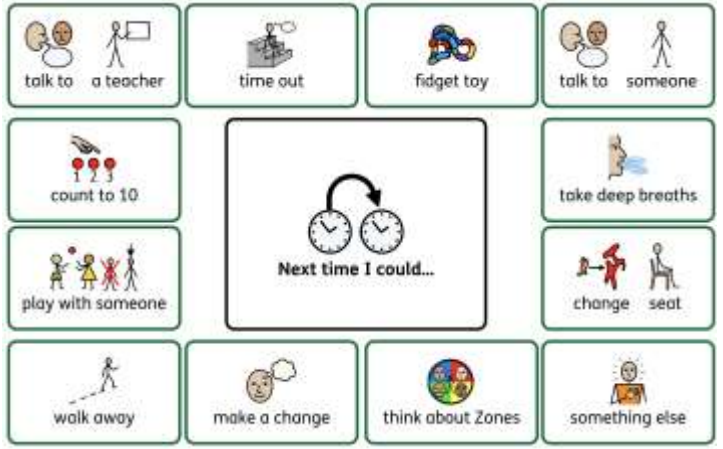

write it down
talk with someone
say you are sorry
lose minutes
draw
What needs to happen
work elsewhere
no reward
to put it right?
fix what is broken
plan
make a change
think about Zones
something else

talk to a teacher
time out
fidget toy
talk to someone
count to 10
Next time I could...
take deep breaths
play with someone
change seat
walk away
make a change
think about Zones
something else