



Behaviour and Anti-Bullying Policy

FULBOURN PRIMARY SCHOOL

Including:

Behaviour management

Anti-Bullying

Exclusion

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Introduction

It is a primary aim of our school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring and respectful community which puts the development of our core values at its fore. The school behavior policy is designed to support all of the members of the school community to work together in harmony without fear of victimisation.

This policy aims to ensure that the school environment feels, safe, calm and happy; supporting all children to develop in four key qualities:

- Children who have **courage** and self-belief are most likely to achieve their aspirations;
- Children who are **curious** about learning will question the world around them and always challenge themselves and others;
- Children who have **compassion** will be, and teach others to be, better human beings;
- Children who are **creative** will be able to solve the problems of the future.

To enable children to embody these qualities we must:

- Nurture children as individuals and help them recognise what they have to offer as members of society;
- Motivate and inspire children to achieve the highest standards in core skills;
- Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
- Provide children with memorable learning experiences;
- Teach the children to respect the world, other cultures and beliefs.

As a result, the children will:

- Know that they have something to offer that is valued;
- Be excited about learning;
- Be brimming with further questions that they want to explore;
- Be motivated to further their learning outside of the classroom;
- Be knowledgeable and highly skilled.

We encourage and promote these qualities in a variety of ways including:

- Asking all parties to sign the home school agreement;
- Ensuring children are aware of this policy and the expectations;
- Ensuring this is consistently applied;
- Teaching the children social awareness, tolerance and self-control;
- Promoting positive self-esteem and all areas of school life;
- Teaching the children to reflect and take responsibility for their own actions;
- Ensuring all adults model the behavior expected of them;
- Teaching the children to support each other in being their best possible selves.

Definitions

- **Anti-social behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.
- **Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. Our behaviour policy aims to increase pro-social behaviour and reduce anti-social behaviours through planned responses.
- **Conscious behaviours:** Those that are the result of thought and planning; a behaviour a child is unwilling to contain
- **Consequence:** A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.
- **Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm. This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.
- **Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.
- **Dynamic:** Any group of people brought together through choice, circumstance or obligation.
- **Equality:** Affording people the same equal status, rights and opportunities.
- **Equity:** The differentiated measures to provide equal opportunities.
- **Pro-social behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.
- **Reward:** A desirable object or experience given to celebrate outcomes already achieved.
- **Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.
- **Unsociable behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.



Ready

- We are on time
- We wear our school uniform
- We take care of our belongings
- We follow instructions first time
- We join in and try our best

Respectful

- We listen to others and expect to be listened to
- We are polite and remember our manners
- We take care of our school and its resources
- We include everyone
- We respect difference

Safe

- We use equipment safely
- We move around the school sensibly
- We act and speak kindly
- We keep ourselves safe online and in our community
- We take risks safely

Promoting pro-social behaviour and support for all learners

We believe that every learner at our school has the right to learn and no child has the right to disrupt the learning of others. We aim to create a school environment that fosters high standards of pro-social behaviours. We want to teach behaviour so that pupils increase their independence and self-discipline and are therefore able to accept responsibility for their own behaviour. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating negative behaviours.

The pro-social behaviours we promote and value at Fulbourn are set out in our Explorer's code (above).

We acknowledge the importance of explicitly teaching children what expected pro-social behaviours should look like in school. At Fulbourn this is achieved through:

- Consistent use of the Explorer's code - our school rules
- Explicit teaching of routines and systems which create positive social norms as set out in our behaviour curriculum
- Regular assemblies promoting pro-social behaviours
- Public and private recognition and reward for developing pro-social behaviours using the established celebration, recognition and reward systems
- Consistent and clear language to describe expected behaviours and respond to unsocial and anti-social behaviours

Recognition and Rewards for Pro-social Behaviour

Individual recognition and rewards

Individual recognition and rewards motivate children to focus on their own achievements and promote pro-social behaviour. They recognise special effort and progress, whilst encouraging children to recognise the importance of working on their own areas for improvement and feeling proud of themselves.

Examples of individual recognition and reward

- **Praise postcards** – sent home to celebrate a member of staff recognising a pupil who demonstrates one of the 4Cs.
- **Headteacher's Awards** – stickers and certificates awarded by the headteacher
- **4Cs stickers** – building to a Learning Explorer certificate
- **Learning Explorer of the week** – presented by class teachers each week in celebration assembly to recognise commitment to the 4Cs
- **Termly Class 4Cs certificates** awarded in a termly assembly democratically voted for by the class.
- **Positions of responsibility** – children's pro-social behaviours and commitment to the 4Cs can be rewarded through the awarding of positions of responsibility e.g. librarians, Ambassadors, peer mediators, Buddies etc.

Group recognition and rewards

Group rewards encourage collaboration and cooperation between children when working together or taking care of property. They help motivate children to work with a range of peers to overcome differences for a common aim.

Examples of group recognition and reward

- **Table points** – awarded to group teams for focus / collaboration / tidiness / care of property / overcoming challenges etc. Winning table wins 'cushion Friday'.

Class recognition and rewards

Whole class recognition and rewards encourage and motivate the whole 'tribe'. They reinforce the impact of working together as a larger group for a common aim and reward children for overcoming personal preferences and working

collaboratively / encouraging each other. Whole class rewards also develop a sense of class community through shared pro-social positive experiences.

Examples of whole class recognition and reward

- provide an opportunity to celebrate and share their successes with the wider community
- **Family assemblies** – provide an opportunity to celebrate and share a class’s successes with the wider community.
- **Pom-pom treats**– the class work together to collect 10 pom-poms and once successful, they democratically decide upon a group treat e.g. hot chocolate, bake-off, extra playtimes, ipad session

House team recognition and reward

Each child and member of staff at the school belongs to a ‘house’ team. These are an opportunity for children to collaborate with children from across the ages in school, developing a wider sense of belonging to the school community. House events provide opportunities to celebrate, recognise and reward children for effort, success and talent in a broad range of experiences e.g. sports events, talent shows, art exhibitions, enrichment participation.

Examples of whole class recognition and reward

- **House trophy** – a sense of tradition and team success will be developed through the awarding of the house trophy each half term, with an annual winner.
- **House celebrations** – children will be invited to house assemblies and special days to recognise and celebrate successes.

Responses and consequences for anti-social behaviour

Anti-social behaviour includes anything that causes harm to others in the school community or the school environment. Anti-social behaviour can be *difficult* or *dangerous*. This policy supports staff to respond predictably, promptly and confidently where any anti-social behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive.

Difficult behaviour

Difficult behaviour is anti-social, but not dangerous.

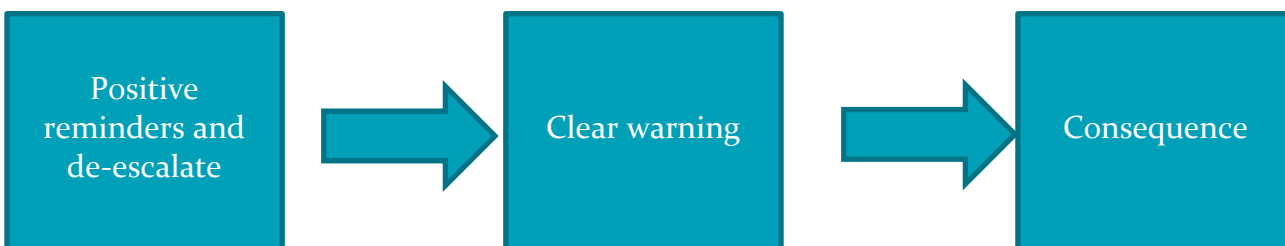
Examples include:

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing lack of respect to each other or staff

Difficult behaviour can lead to lost learning time and can harm positive relationships in the classroom. Staff across the school make our agreed expectations of behaviour and routines clear through regular age-appropriate teaching and reflection about what we do and why we do it (our behaviour curriculum). Our expectations and routines support our Explorer's Code.

Where difficult behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

If difficult behaviour occurs, staff will give:



- **Use positive phrasing**
e.g. "Thank you for standing next to me"
"Put the pen on the table, thank you"
"Look this way and show me you're listening, thank you"
- **Give a positive reminder**
e.g. "You still have not started work, that is a reminder to begin"
"I have asked you to stop talking and you have continued. That is a reminder."
- **Give limited choices**
e.g. "Put the pen on the table, or on the box, thank you"
"Talk to me here or in the courtyard"
"You can do it here or in the learning corridor"
"Are you going to sit on your own or in a group?"
- **Disempower the behaviour**
e.g. "You can listen from there"

“Come and find me when you get back”

- **Use a de-escalation script**

e.g. Use the person’s name

Acknowledge their right to their feelings “I can see something is wrong” or “I can see you are upset”

Offer to help “Talk to me and I will listen”

Offer a ‘get-out’ with positive phrasing “Come with me and...”

- **Give a verbal warning** explaining what the consequence will be for repeating the behaviour e.g. ‘If you keep talking, you will need to miss some playtime to talk with me about the explorers’ code’ or ‘If you call out again you will need to go to quiet club at lunchtime to think about why we don’t shout out in class’.
- **Issue a restorative consequence** either within the classroom or at Quiet Club where the pupil can complete any lost learning time and have a reflective conversation with a member of the senior leadership team

This response aims to support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents.

Dangerous behaviour

Dangerous behaviour is behaviour which will predictably result in injury or harm.

It may include:

- Abusive language that could be considered threatening or discriminatory
- Yelling, shouting and screaming
- Throwing items
- Physical aggression
- Property misuse/damage
- Absconding from the classroom/site
- Criminal behaviours

If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated. This could be a classroom, corridor or playground.

If the pupil has a risk management plan in place, the plan will be used to de-escalate the behaviours. Otherwise a standard de-escalation script will be implemented.

All dangerous behaviours should be referred to a senior leader.

Consequences

A consequence is a logical, explainable response to a pro-social or anti-social behaviour. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts. At Fulbourn Primary School we use educational and protective consequences. Consequences should aim to be restorative, support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents.

Consequences should be:

- Timely – begin within 24 hours wherever possible
- Relevant – they should be linked to the behaviour demonstrated
- Proportionate and take into account the child’s age
- Consistent, fair and recorded
- Used alongside restorative conversations

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future.

Educational consequences may include:

- Time learning outside of the classroom in a break-out space
- Time completing learning in another classroom
- Time in quiet club at lunchtime to make up lost learning time
- Time in quiet club at lunchtime to hold a restorative conversation with an adult
- Removal of privileges e.g. parties, walking home alone, representing the school on teams/events, clubs
- Removal of roles of responsibility e.g. ambassador, school councilor, buddy
- A half-day removal from the classroom by a member of the senior leadership team
- A meeting with the pupil, their parents and a member of the senior leadership team
- Other sanctions following discussion between class teacher, parents and headteacher
- Family agreement
- Fixing/repairing mess or damage

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour

Protective consequences may include:

- A separate playtime in or outdoors with a small group/adult
e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative playtime activity with an adult/small group of children
- Removal of a resource used inappropriately
e.g. a child who uses scissors dangerously will have the scissors removed
- Completing an activity with an adult
e.g. a child who pushes children in the line will walk alongside an adult
- Removal of independent access to a space/part of school
e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings
- A personalised timetable

Restorative Conversations

Staff will follow a set process when discussing incidents with individuals. The aim of these conversations is for all parties to learn and to work together to find suitable solutions. The conversations will be calm and focused on building trust between parties.

Restorative approaches:

- View conflict as an opportunity for learning experiences that strengthen relationships.
- Allow everyone involved to express their thoughts and feelings.
- Are inclusive and collaborative.
- Hold people accountable- they are required to take responsibility for their actions and repair harm.
- Attend to the needs of those that have been harmed.
- Aim to resolve underlying issues and root causes.
- Separate people from their behaviours.

A restorative conversation



Confiscation

Mobile phones and other electronic devices, if brought to school, must be left in the school office or a locked teachers' drawer and be collected at the end of the day. If a child brings something into school which is inappropriate, they will be asked to take it to the office for safekeeping. If an item is confiscated, it can be collected at the end of the day. Parents should be informed, depending upon the severity of the incident of the danger to other pupils, of the object that has been confiscated.

Incidents the occur out of school directed activity

The school will discuss any incidents reported during school time with relevant parties but will not introduce school sanctions for behaviour that has taken place off the school site and is not a school-directed activity. The school is happy to support parents and carers with how to manage these incidents, but it is not the responsibility of the school to investigate these events. Where an event is raised that creates safeguarding concerns, these will be considered in line with the safeguarding policy.

Parents are provided with a leaflet to support their management of behaviour at home ([Appendix 1](#))

All and any illegal activity will be reported to the police.

Recording, Tracking and Reviewing Behaviour

The school collects and analyses data on both unsocial and anti-social behaviour to ensure that a safe and purposeful learning environment is maintained and that all children are given the support they need to succeed in school.

School staff complete an online form to report an incident of unsocial or anti-social behaviour that is not appropriately managed within normal quality first teaching practice, or the agreed responses and adaptations set out in the behaviour/risk reduction plans of individual pupils.

Reports of unsocial and antisocial behaviour are monitored weekly by SLT and additional adaptations, staffing, interventions planned in response.

Children with Additional Needs

Some children's behaviour requires a more tailored programme to support them in being safe and happy at school. These children will require:

- A member of the pastoral team to follow the Cambridge Therapeutic Thinking Graduated Response to seek to deepen our understanding of behaviour, triggers, effective responses etc.
- A risk management plan which considers how to de-escalate and teach better emotional or physical control. (Appendix 3). These plans may be applicable for children with an EHCP.
- An individual behaviour plan. (Appendix 4)

Individual Behaviour Plans

Individual behaviour plans may be implemented by the class teacher / SENCO / Pastoral team where a child is regularly demonstrating anti-social behaviour and it is agreed that further adaptations are required. These plans are not for children that display violent behaviour (please refer to risk management plans Appendix 3).

Individual behaviour plans recognise that there are some children in school who need different support in order to behave in line with our Explorers' Code. For these children, the whole school system requires specific consideration and tailoring.

The behaviour plan will be completed with the child and signed and agreed by both them and their parents. The plan will include information about how to support the child with managing their behaviour, strategies for reminding them of the correct way to behave and specific information of any agreed rewards or sanctions.

As part of the plan, there is a simple chart for recording daily behaviours and a box for a comment reflecting on their behaviour across the week. The plan should be sent home with the child at the end of each week and signed by parents. If they have had a particularly good / bad week then the parents are telephoned or spoken to in person about this to try and find out more information and consider strategies for the following week.

Individual Behaviour plans are not designed to be used with children subject to an EHC Plan as they already have a different level of support and targets in place.

Anti-bullying

Context

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance. In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice-driven bullying. The Common Inspection Framework (2019) requires Ofsted to make a judgement on the effectiveness of leadership and management, pupils' personal development and behaviour and welfare. Under these three criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. Relationships Education, RSE and Health Education (2019) describes curriculum content, (statutory from September 2020) to develop skills for respectful relationships, raise awareness of types of bullying and to respect others.

A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect a child's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying: behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves.

At our school we define bullying as behaviour towards others which is emotionally or physically harmful, repeated over time, with an imbalance of power.

Bullying Forms and Types

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' – 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

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances e.g. young carers or looked-after children

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:

- The **ring-leader**, who through their position of power can direct bullying activity.
- **Assistants/associates**, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers**, who give positive feedback to those who are bullying, perhaps by smiling or laughing.
- **Outsiders/bystanders**, who stay back or stay silent and thereby appear to condone or collude with the bullying behavior.
- **Defenders**, who try and intervene to stop the bullying or comfort pupils who experience bullying.
- Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

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 stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- 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 and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

Recognising reasons why children may bully

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Implementing the Anti-bullying Policy in our School

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values.

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 school has allocated specific responsibility for anti-bullying work to the school's PSHE Co-ordinator, Assistant Head teacher and Head teacher who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Analysing and evaluating data to inform policy development and practice;
- Co-ordinating anti-bullying curriculum opportunities;
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies;
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

Reporting Incidents of Bullying

The school encourages everyone in the community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school will provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- A Designated Person for Child Protection
- Talk books and bubble time
- Trained peer mediators
- Online web-based reporting systems
- Pastoral leaders
- Family support worker

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:

- The school's anti-bullying leaflet for children, parents and carers
- The school's prospectus/booklet
- The school's website
- The school's curriculum/open evenings for parents/carers.

Responding to Incidents of Bullying

At our school, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The class teacher is initially responsible for responding to incidents of bullying whilst also reporting this to the Senior Leadership Team. The school will investigate the incident and decide on an appropriate course of action.

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. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

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

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. It supports the detection of bullying and allows for intervention at an early stage. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

Making sure the person being bullied is safe and feels safe

When a children 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 and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child and witnesses or bystanders

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately.

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed

When an incident of bullying is reported the school may make a written record of this incident. Written records are factual and where opinions are offered these will be based on factual evidence.

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused

The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable child. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable and deter them from doing it
- Deter him/her from repeating that behaviour
- Signal to the victim that the behaviour is unacceptable

When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

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. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Communicating with the whole school community

The school will communicate with parents and carers when a bullying incident takes place; timing of this communication will depend on the agreed responsive approach. The situation will be monitored with all parties concerned, including parents/carers 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. The timing of this monitoring will depend on the agreed responsive approach.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

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

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations
- Map safe routes to school in the event of a children being bullied on their journey to school
- Offer children and parents/cares strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology

Working with Parents /Carers

Where the school has become aware of a bullying situation, parents / carers of the child who is being bullied will be informed. Parents / carers will be contacted via a phone call / email and may be invited to the school to discuss their child's situation. The school will endeavour to involve parents / carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions / responses will be recorded. The school will work alongside those parents / carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

Parents / carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as Team Leaders, Assistant Head / Headteacher will be involved where appropriate. Parents / carers are encouraged to note details of the incident to share with the class teacher / member of staff. The school will discuss the possible responsive options with the parents / carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents / carers of the perpetrator will be invited to the school to discuss their child's behaviour. Parents / carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents / carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent / carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents / carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach the school to register concerns / incidents and seek support is available via the school's anti-bullying leaflet for parents / carers.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying the school will consider employing further longer term measures / strategies to minimise the risk of bullying occurring in the future. Many of the following strategies involve active participation from children and involve children helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Class circle time / additional PSHE sessions

- In extreme cases, accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.
- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing support groups such as socially speaking, nurture groups, where children can attend to discuss their friendship problems and receive support and advice from peers, some of whom may be trained mentors or have experienced similar distress and friendship problems.

Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies
- Implementing a whole school approach to the teaching of PSHE and Citizenship
- Providing opportunities to celebrate effective anti-bullying work
- Providing training on behaviour management and anti-bullying for all relevant staff
- Providing a pupil voice forum and regular Circle Time
- Providing peer support systems such as playground buddies / Friendship Benches, peer mediators and peer mentors
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Providing confidential communication systems such as Listening / talk books, Bubble Time and family worker time.
- Providing publicity including information leaflets for children and parents / carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing cross year group family / house systems or mixed age group events to allow children from different age groups to socialise and support each other
- Providing information on support agencies such as ChildLine and Family Lives including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. transport service providers, and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools / local authority services on anti-bullying initiatives

Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of children's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles.
- The school also uses the Cambridgeshire Education Child Protection Service's Personal Safety units of work as part of the Cambridgeshire Primary Personal Development Programme.
- The school recognises and participates in the national Anti-Bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- Designated lesson / tutor times / focused events / health weeks / conferences
- Other curriculum areas such as Citizenship, Religious Education, Humanities, History
- Enrichment activities such as visits from the Life Education Centre, drama groups/Theatre in Education, outside agencies.

Monitoring and Evaluating the Anti-Bullying Policy

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring. Other informative data includes:

- Records of peer support initiatives or playground projects
- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Exclusion data relating to bullying
- Risk assessment for children who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing

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.

Suspensions and Exclusions

Only the Headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods up to 45 days in any school year. The headteacher may also exclude a pupil permanently.

If the headteacher suspends or excludes a pupil, they must inform the parents as soon as possible, giving the reason for the suspension or exclusion.

The Headteacher must also inform the Local Authority and Chair of Governors as soon as possible.

Fulbourn Primary School follows the guidance from the Department for Education set out in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (July 2022)'. All decisions about exclusion must be made with reference to this document which outlines statutory responsibilities and guidance.

https://consult.education.gov.uk/school-absence-and-exclusions-team/revise-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf

Appendices

Appendix 1: Parent Guide to Behaviour management

Appendix 2: Risk Management Plan

Appendix 3: Individual Behaviour Plan

Appendix 4: STEPS flowchart

Our Approach to Behaviour Management

A guide for families

It is a primary aim of our school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring and respectful community which puts the development of our core values at its fore. The school behavior policy is designed to support all of the members of the school community to work together in harmony.

Our approach to behaviour management aims to ensure that the school environment feels, safe, calm and happy; supporting all children to develop in four key qualities:

- Children who have **courage** and self-belief are most likely to achieve their aspirations;
- Children who are **curious** about learning will question the world around them and always challenge themselves and others;
- Children who have **compassion** will be, and teach others to be, better human beings;
- Children who are **creative** will be able to solve the problems of the future.

We want to teach and support pro-social behaviour so that pupils increase their independence and self-discipline, taking increasing responsibility for their own behaviour. This is promoted through a consistent framework for recognizing and rewarding pro-social behaviour and de-escalating difficult and dangerous behaviour.

We use a relational approach because we believe that strong, positive relationships and a sense of belonging underpin, positive pro-social behaviours. We use a restorative approach to behaviour because it supports pupils to develop an understanding of how their own behaviour and actions impact upon other members of our community.

The pro-social behaviours we promote and value are set out in our Explorer's code, which promotes our core values of compassion, curiosity, creativity and courage.

The Explorers' Code

We are courageous...

- We are honest; we don't cover up the truth.
- We look out for each other; we don't accept unkind behaviour.



We are curious...

- We are eager to learn; we work hard and persevere.
- We want to try new things; we will always have a go.



We are compassionate...

- We are kind and gentle; we don't hurt anybody or their feelings.
- We respect others; we always speak politely and calmly.

We are creative...

- We listen to and value each others' ideas; we don't interrupt.
- We look after our resources; we don't waste or damage anything.



Recognition and rewards for pro-social behaviour

Individual recognition and rewards	Whole class recognition and rewards
<ul style="list-style-type: none"> Praise postcards—sent home to a pupil who demonstrates one of the 4Cs 	<ul style="list-style-type: none"> Family assemblies—an opportunity to share successes with the wider community
<ul style="list-style-type: none"> Headteacher’s awards 	<ul style="list-style-type: none"> Pom-pom treats—10 pom-poms lead to democratically chosen class treat
<ul style="list-style-type: none"> 4Cs stickers—building to and Explorer’s Certificate 	<ul style="list-style-type: none"> E.g. hot chocolate, bake-off, forest school
<ul style="list-style-type: none"> Learning Explorer of the week—awarded in celebration assembly 	
Group recognition and rewards	House team recognition and rewards
<ul style="list-style-type: none"> Table points—awarded for team focus, collaboration, tidiness and care or overcoming challenges. Winning table wins ‘cushion Friday’. 	<ul style="list-style-type: none"> House Trophy—a sense of tradition and team success developed through the awarding of a house trophy each half-term, with an annual trophy.
	<ul style="list-style-type: none"> House celebrations—children are invited to house assemblies and special days to recognise and celebrate success.

Restorative conversations

When things go wrong and children demonstrate anti-social behaviours, either difficult or dangerous, we use a restorative approach to support them to understand the impact of their behaviour on others. We focus on repairing any harm caused and making pro-active plans to prevent future occurrences.

A typical restorative conversation will include:

What happened?

What were you feeling and thinking at the time?

What are you feeling and thinking now?

Who else has been effected?

How can we make things better and avoid this happening again?

Consequences

Consequences should be:

- Timely—begin within 24 hours
- Relevant—they should be linked to the behaviour demonstrated
- Proportionate and take into account the child's age
- Consistent, fair and recorded
- Used alongside restorative conversations

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future and may include:

- Time learning outside of the classroom in a break-out space
- Time completing learning in another classroom
- Time in quiet-club at lunchtime to make up lost learning or to hold a restorative conversation with an adult
- Removal of privileges e.g. parties, walking home alone, representing the school on teams/events, clubs
- Removal of roles of responsibility e.g. ambassador, school councilor, buddy
- A half-day removal from the classroom by a member of the senior leadership team
- A meeting with the pupil, their parents and a member of the senior leadership team
- Other sanctions following discussion between class teacher, parents and headteacher
- Family agreement
- Fixing/repairing mess or damage

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour may include:

- A separate playtime in or outdoors with a small group/adult
- e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative play-time activity with an adult/small group of children
- Removal of a resource used inappropriately
- e.g. a child who uses scissors dangerously will have the scissors removed
- Completing an activity with an adult
- e.g. a child who pushes children in the line will walk alongside an adult
- Removal of independent access to a space/part of school
- e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings
- A personalised timetable

Working with School

We know that children are best supported when home and school work closely together.

If you have any questions or concerns about your child's behaviour, the pastoral team will be very happy to help. They can be contacted at pastoralteam@fulbourn.cambs.sch.uk or via the school office.

If you have questions about the school's approach to behaviour, the senior leadership team will be very happy to talk with you. Please either feel free to chat at the school gates or to contact the school office at office@fulbourn.cambs.sch.uk who will be happy to organise a suitable appointment.

More information about trauma-informed restorative practice can be found on the school website under the parent tab at www.fulbournprimaryschool.co.uk



Appendix 2

Individual Risk Management Plan

Name	DOB	Date:	Review Date –
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social/positive behaviour •	Strategies to respond •
Anxiety/DIFFICULT behaviours •	Strategies to respond •
Crisis/DANGEROUS behaviours	Strategies to respond •
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date.....

Signature of Parent/Carer..... Date.....

Signature of Young Person..... Date.....

WELL-BEING AND BEHAVIOUR SUPPORT PLAN

About me		
Me •	My family •	School •
Things that I find hard • Things that I want to get better at •	Things that lead me to make bad choices •	Things that help me make good choices •
Steps that will help me manage myself, my feelings and my schoolwork		
At home: At school:	Review:	

Signed:

..... (Parent)

..... (Child)

..... (Teacher)



WEEKLY MONITORING SHEET

	Session 1		Session 2		Session 3		Session 4
Monday		Break		Lunch		Break	
Tuesday							
Wednesday							
Thursday							
Friday							
Pupil comments				Parent signature(s)			

Appendix 4



Therapeutic Thinking Graduated Response

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish routines and identify valued behaviours. <input type="checkbox"/> Include the above within pupil induction. <input type="checkbox"/> Create and monitor staff code of conduct. <input type="checkbox"/> Identify content of behaviour curriculum. <input type="checkbox"/> Identify opportunities for learning and create supporting plans. <input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.
<p>Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policy reflects DfE guidance. <input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy. <input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
<p>Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
<p>Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review all information within Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective and educational consequences. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Use all analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
<p>Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are reviewed. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. <input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.