



# Weeke Primary School

## Behaviour and Anti Bullying Policy

Date agreed: March 2026

Review date: October 2026

*This policy reflects the most up-to-date guidance from the DfE and the Behaviour Principles approved by governors.*

To support the use of the Behaviour and Anti Bullying Policy, it is divided into key areas as seen in the contents list below:

### CONTENTS

Page 2-8	Principles, Practises and Whole School Approach
Pages 8-10	Anti-Bullying Principles, Practices and Whole School Approach
Page 11	Appendix 1 – Individual Support Plan
Pages 12-17	Appendix 2 – Individual Risk Assessment
Page 18	Appendix 3 – Our Behaviour Expectations throughout school
Pages 19-22	Appendix 4 – Support Materials <ul style="list-style-type: none"><li>• 7 Point Consequence Scale</li><li>• Using solution focussed language</li><li>• Zones of Regulation</li><li>• Bullying Definition Poster</li></ul>
Page 23	References & Resources to support policy

### Rationale

At Weeke Primary School we aim for our children to achieve individual excellence; personally, academically and socially. We have very high expectations of our school community's behaviour and aim to develop children's understanding of the impact of choices they make, positive or negative. Our Behaviour and Anti Bullying Policy intends to develop positive behaviours and relationships in relation to our core values.

### Aims

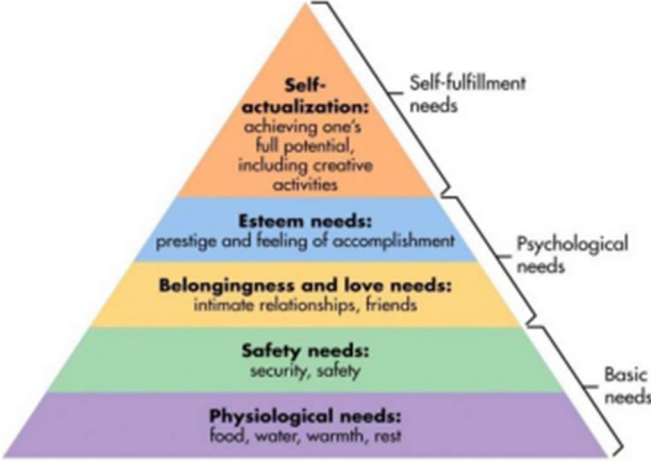
The aims of this policy are to: -

- Build positive relationships
- Build self-esteem and develop a sense of belonging
- Create a simple and effective system to manage behaviour based on positive relationships.
- Promote well-being and growth and provide opportunities for children to reflect and develop skills including, communication, confidence, resilience and independence.

Our core values underpin our work in school. We use our values to proactively teach our children about the kind of behaviours that we want them to develop. We believe values should be more than inspiring or beautiful words. At Weeke Primary School, our values are a behavioural blueprint that shape who we are as a school community and as individuals. In all that we do, we ask ourselves – does this promote what we value most?

As a staff team, we value the importance of modelling expectations to our pupils. Children at Weeke need to understand the expectations set by the school and have the opportunity to experience positive behaviour being modelled to them. We achieve this through our school values and the key principles of behaviour and relationship management.

This policy is a working document which will develop organically over time via input from pupil voice, staff voice and community engagement.

<p>We recognise that behaviour is communication, that all emotions are normal and valid and we seek out ways to address underlying factors.</p> <p>We refer to Maslow's hierarchy of needs and through this recognise the 4 'S' words of attachment so that children feel SAFE, SEEN, SOOTHED and SECURE.</p>	
<p>SAFE</p>	<p>Teaching about positive relationships &amp; boundaries through the PSHE curriculum which covers aspects of emotional health and well-being. Children are taught the Rules and their Rights and Responsibilities.</p>
<p>SEEN</p>	<p>Children are rewarded for success in the following ways: - Shooting Stars, Reward/House Points in class, Reward stickers and work shared with SLT.</p>
<p>SECURE</p>	<p>We encourage children to take on responsibilities by creating opportunities for student leadership such as School Council, Eco Council, Diversity Ambassadors, Sports Leaders and House Team Captains.</p>
<p>SOOTHED</p>	<p>We follow emotion coaching, encouraging statements such as: I feel... because... We use relationship books and stories, and de-stress strategies such as breathing and stretching exercises, and individual and whole class movement breaks.</p>

At Weeke Primary School, we believe that teaching children to regulate their own behaviour and the development of positive relationships is more constructive than a system of sanctions and punishments.

We know that a child's ability to flourish requires the presence of positive relationships. Teacher/ support staff and pupil relationships must be built on mutual respect and trust in the same way that children's relationships with peers must be built upon respect, trust, friendship and tolerance for each-other. Older children are encouraged to care for and support younger ones, both inside and outside the school building, just as they would in the family home.

We strive to use language that does not judge the child but seeks to identify the behaviours that are positive or negative and the relationships and reasons behind that behaviour. We model and explain to children how their behaviours and actions result in positive or negative outcomes, guiding the children to make more informed, well thought out choices to demonstrate our core values. This is based on Non-Violent Communication techniques (talking about children's behaviour, its impact on the feelings and needs of others and their own feelings that have precipitated that behaviour - not on describing children as naughty or bad).

### Positive Whole School Culture

At Weeke Primary we believe that by creating a positive, whole school behaviour culture children can thrive. This is successfully achieved because: -

- There are clearly defined expected behaviours taught within the school and widely understood by the whole school community.
- Pupils are guided, supported and coached to meet high standards in behaviour.

- Predictability and fairness are developed through consistency, leading to trust based and positive relationships between pupils and staff.
- Everyone in school feels part of the school community and that they have a role to play from senior leaders to pupils and parents.

## Key Principles of Behaviour Management at Weeke

- Everyone is responsible for maintaining, supporting and promoting our core values and our learning values; all adults in the school environment reinforce our values whenever appropriate.
- Children's learning, effort and behaviour are valued and celebrated.
- All children are treated fairly, consistently and with respect (we think carefully about what we say and how we say it).
- The needs of all children are clearly understood by all staff and are responded to appropriately.
- Children are actively taught to make positive choices about their behaviour and to understand the feelings behind it.
- All children are given the chance of a fresh start throughout the day and every-day.
- We make time to listen to children and celebrate their success.
- We use positive language and praise which encourages appropriate behaviour and reinforces it, rather than judgemental language (naughty child). The language we use is one of choice, which allows children to take responsibility for their behaviour and to understand what they are trying to communicate with that behaviour.
- We provide a safe and happy environment for learning.
- When poor choices are made, we set proportionate consequences
- Effective communication with each other (teacher, support staff, Leadership Team, parent/carer, child) is maintained to help support children's learning and behavioural needs.
- We make detailed records of serious incidences to facilitate communication between colleagues and to support our monitoring so that no child is missed.

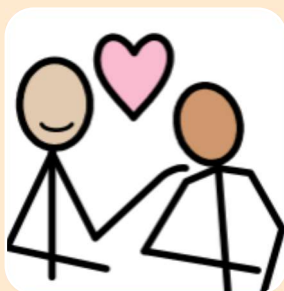
## Our Values, Our Rules

As a staff team, we value the importance of modelling expectations to our pupils. Children at Weeke need to understand the expectations set by the school and have the opportunity to experience positive behaviour being modelled to them. We achieve this through our school values and the key principles of behaviour and relationship development. With this in mind we ensure that the whole school community understand and embrace our values as our rules:



### Respect

We show respect and always have regard for ourselves and other people's feelings, wishes and rights.



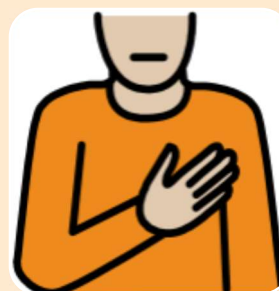
### Kindness

We show kindness towards others and always make sure we try to understand and support others.



### Excellence

We pursue excellence in everything we try and strive to do our best.



### Responsibility

We take responsibility for our actions and always make sure we are truthful, fair and do the right thing.

## Whole School Approach

When working alongside children and improving behaviour it is vital to the school that we follow a consistent and fair approach, which reflect the positive ethos of the school but also support preparation for the wider world and society. As a school, we use a regulation approach. This enables all children to make decisions about their behaviour and act positively. Our Behaviour Expectations are set out in Appendix 3. Alongside this, further information can be found on the Zones of Regulation which helps children identify how they are feeling (see Appendix 4)

## Regulation approach

Stage	Strategy	Who (recorded)
1	Non-Verbal Reminder	Teacher / LSA (class)
2	Verbal Reminder	Teacher / LSA (class)
3	Warning Emotion coaching (encourage pupil to identify and share their feelings, facilitate "I feel ... because ..." conversations)	Teacher / LSA (class)
4	Reflection and Regulation Time – time out on playground or in a calm designated space in the classroom – emotion coaching	Class teacher/LSA/Leader of Learning (recorded on the Child Protection Online Monitoring System i.e. CPOMs)
5	Reflection and Regulation Time with a member of SLT – emotion coaching and recording of the situation.	Class teacher/LSA/Leader of Learning (recorded on CPOMs)
6	Internal Suspension – Headteacher or Deputy Headteacher makes the decision	Class teacher/LSA/Leader of Learning/SLT (recorded on CPOMs)
7	External Suspension – Headteacher or Deputy Headteacher makes the decision	Class teacher/LSA/Leader of Learning/SLT (recorded on CPOMs)

Note: Stages can be escalated/skipped if someone is in danger

### Non-verbal/verbal reminder (Stages 1 and 2)

Anyone who is causing disruption to learning or play will be reminded that this is not acceptable as related to our school values and/or Class Contracts and the rules, rights and responsibilities we have in Weeke Primary School. Non-verbal reminders may consist of a signal from an adult that the child recognises or a visual prompt promoting the positive behaviour. Appropriate time will be given for the child to address their behaviour. Praise will be given if the child is able to model positive behaviour because of this reminder.

As a school we support our children to communicate when finding the words are difficult. This is achieved through the use of recognised symbols called Wigits (*The simply-drawn, colourful symbols illustrate a single concept in a clear and concise way. They cover a range of topics (including many curricular areas) wide enough to make them suitable for symbol users of all ages and abilities*).

### Warning (Stage 3)

If two reminders are not enough the child will be given a warning. They may be asked to work in a different area of the classroom or play elsewhere on the playground and again reminded of their rules, rights and responsibilities. Once again, if the behaviour improves, praise will be given.

Teachers will document these if a child needs to be warned regularly. Using professional judgement, it may be appropriate to share concerns and incidents by recording them on CPOMs to allow Senior Leaders to monitor, review and support the needs of the child.

### Reflection and Regulation Time (stage 4)

If the disruptive behaviour continues then 'Reflection and Regulation Time' will be given either at playtime or in the other year group classroom – using the reflection/restorative boards to structure the conversation. Disruptive behaviour may include not following instructions; disrupting learning; refusing to do work or needing to have some thinking time. During playtimes reflection time is managed by a member of the year

group. The child is sent with their learning or a reflection sheet to complete and then discuss with their teacher.

After a period of reflection, an adult will discuss events with the child. Pupils are encouraged to identify and share their feelings, with staff facilitating "I feel ... because ..." conversations. After this time, the child returns to class where the teacher welcomes them back positively and reminds them of their rules, rights and responsibilities and the school values.

The aim is to identify and acknowledge the feelings of the child, and thus to understand the reasons behind the actions. Children will be reminded of the rules, rights and responsibilities in our school and made aware that consequences follow in order to keep everyone in the school safe and secure. These consequences are not linked to the feelings they have had but to the way in which they have acted on those feelings. The child is given the opportunity to re-join their class and address their behaviour. If the child refuses to take 'time out' then behaviour management moves to the next stage. Reflection time is documented and all Reflection Forms will be retained by the Class Teacher. This enables us to keep a trail, carefully monitor behaviour and address persistent issues.

### **Reflection and Regulation Time with a member of SLT (Stage 5)**

For incidents that are, more serious children may need to be sent to, or in extreme cases, be removed from class by a member of the Leadership Team. If further support is needed to address the behaviour, a member of the Leadership Team will listen to the child and discuss the behaviour that took place using the same format as at Stage 4. i.e. Pupils are encouraged here to identify and share their feelings, with staff facilitating "I feel ... because ..." conversations). The aim is to identify and acknowledge the feelings of the child, and thus to understand the reasons behind the actions. Children will be reminded of the rules, rights and responsibilities in our school and made aware that consequences follow, not the feelings they have had, but the way in which they have acted on those feelings, in order to keep everyone in the school Safe and secure - using the reflection boards to structure the conversation.

Consequences will be agreed which may include loss of privileges, working away from the classroom for a given time and a meeting with parents/carers. Parents/carers will be notified that consequences have reached this stage either by telephone-call, letter or meeting. When parents are approached it will be to:

- Seek their help and support.
- Inform them of any incidents which may have caused their child to become distressed or anxious.

*Involving parents will, in most cases, follow these steps:*

1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
2. The parents are asked to come in to school for a formal meeting with the class teacher; a member of the Leadership Team may also be present.
3. Parents are asked to come in to school for a meeting with the Headteacher.

Incidents that involve the Leadership Team will be recorded on CPOMs, firstly by the member of staff initially involved, followed by the member of the Leadership Team. A record of the parental discussions, including agreed outcomes, will also be recorded on CPOMs.

### **Suspension & Exclusion (Stage 6 & 7)**

We do not wish to suspend any child from school; however, there may be times when, after all other attempts have been exhausted, a period of suspension is necessary. This decision will be taken only by the Headteacher (or in the Headteacher's absence the Deputy Headteacher) with reference to the most recent DfE guidance on suspensions, and always in consultation with the Local Authority Exclusion Team. If a child has had a series of fixed term suspensions and is at risk of a permanent exclusion, we will hold a multi-agency meeting to formulate a plan of support to prevent this from happening. A part-time timetable may need to be put into place to ensure that the child's needs are being met safely in school.

Good discipline in school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspensions as a sanction where it is warranted. However, permanent exclusion will only be used as a last resort, in response to a serious breach

or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to suspension. (Statutory guidance from the DfE at <https://www.gov.uk/government/publications/school-exclusion> )

## **Serious incidents**

One off serious incidents will be dealt with on a case by case basis, by members of the Leadership Team with the exception of the following, which will be dealt with by the Deputy Headteacher or the Headteacher:

- Bullying – hurtful, deliberate behaviour over a period of time
- Inappropriate sexual behaviour or sexual violence
- Racial or homophobic abuse

Some incidents may be classed as 'serious' and therefore proceed immediately to Stage 5 (and at times Stage 6 or 7) of the consequence system. These may include:

- Damaging school property
- Actually harming themselves or others (children or adults)
- Acting in a dangerous manner whereby they could potentially hurt themselves or others
- Serious verbal abuse
- Stealing
- Running out of class
- Defiant and dangerous behaviour off site

Serious incidents may result in the following consequences:

- Missing playtimes/lunchtimes or loss of privileges
- Parents/carers being invited to meet with a member of the Leadership Team and/or Class Teacher about behaviour
- Internal suspension
- External suspension

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be concerns from staff or parents/carers, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. All serious incidents are recorded in school on CPOMS by members of the Leadership Team. They will be monitored regularly.

## **Violent and Inappropriate Behaviour**

We do not tolerate violent behaviour in our school. When there are such incidents the consequence system moves to Stage 5 immediately. Both sets of parents/carers, the perpetrator and the victim, are informed as a formality.

Violent incidents may result in the following consequences:

- Missing playtimes/lunchtimes or loss of privileges
- Parents/ carers being invited to meet with a member of the Leadership Team and Class Teacher about behaviour
- Internal suspension
- External suspension

Members of the Leadership Team record all incidents of violent behaviour on CPOMS. They will be monitored regularly. A Violent Incident Report Form is also completed and sent to Children's Services Health and Safety Team. If a specific child has a Risk Assessment in place, this is reviewed following a violent incident.

## **Responsibility**

The vast majority of children are able to respond positively to our expectations. When children do not, we expect them to take some responsibility for their actions and will provide support by:

- Promoting discussion and offering emotion coaching as a first option.
- Using the restorative approach and visual support board to talk through and consider the responsibility they need to take for their decisions and actions.

- Praising positive or acceptable behaviour.
- Offering chances to right a wrong or redress a problem through letters of apology or acts of kindness.
- Encouraging children to find their own strategies to deal with problems. Interventions such as the use of ELSA can support this action.
- Using appropriate de-escalation tactics, including language to diffuse situations where applicable.
- Sharing our aims and our values with parents at consultation evenings and by contacting them before a problem becomes serious or negative behaviour becomes an established pattern.
- Inviting specific children with SEMH issues to join a social skills group led by one of our ELSAs.
- Ensuring children have appropriate respect for all children and adults.

## **Pupils with Special Educational Needs**

We know and understand the importance of ensuring an inclusive approach is taken with children with SEND. Our school's culture is one of consistency and promoting high standards of behaviour for all pupils. Our whole school approach meets the needs of all pupils in school, including those with SEND, enabling everyone to feel part of a school community.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We work closely with the child, parents/carers and the wider community to support every pupil's behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support provided.

## **Children with Social, Emotional and Mental Health difficulties**

As an inclusive school we recognise that all children are individuals with their own specific needs. Therefore, within our school behaviour policy there is an element of flexibility to address the needs of specific children. We understand that some children may need additional support to manage their social and emotional needs and resulting behaviour. We aim to work in partnership with individual children and their parents/carers and outside agencies to provide a child centred approach to managing behaviour and supporting social and emotional development. Some children may therefore have individual behaviour targets and systems to support them to manage their own behaviour. For example, this might include the use of reward charts and individual reward time/activities.

As a school we have a duty under the Equality Act 2010 to take such steps as reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies and practices. Also, under the Children and Families Act 2014, we have duty to use our 'best endeavours' to meet the needs of those with SEND within the constraints of externally applied budgets. Finally, the provisions set out in a child's Education Health and Care Plan (EHCP) will be secured and we will collaborate with Hampshire County Council and other relevant bodies.

## **Individual Support Plans and Risk Assessments**

Children with serious or repeated behaviour difficulties may need to have an Individual Support Plan and/or an Individual Risk Assessment. In individual cases, if a child continues to demonstrate challenging behaviours the Strategic Lead for Inclusion will ensure that an Individual Behaviour Support Plan (Appendix 1) and/or appropriate Individual Risk Assessment (Appendix 2) are in place, shared/co-written with key staff and reviewed at least termly, and after any significant behaviour incident. Any Individual Support Plans will be shared with other staff and the child's parents as is appropriate. In most cases, the views of the child will be gathered to support the writing of an Individual Support Plan.

With agreement from parents/carers we may ask for a consultation and then referral to the Primary Behaviour Service (PBS), an assessment from a Hampshire Educational Psychologist, a referral to Child and Adolescent Mental Health Service (CAMHS) or seek advice from the Local Authority Inclusion Team.

Intervention from the outside agencies may include:

- Observing children and advising on effective strategies
- Support for individuals or groups of children on specific behaviours e.g. anger management, playtime behaviours
- Advice on classroom management and organisation and support to develop expertise of individual class teachers in managing and supporting specific behaviours
- Outreach support
- Assessments through PBS
- Support for support staff on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH training (Behaviour support training for staff)
- Early Help Assessment (Early intervention from school or other services such as Health, Police and Children's Services aimed at improving outcomes for children)
- Referrals made to Children's Services will be considered to ensure there is a 'team' approach and joined up thinking to resolve the behaviours.

## Use of Reasonable Force

There are circumstances when it is necessary and appropriate for staff in school to use reasonable force to safeguard children. Based on DfE guidance, the term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a child. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff will consider the risks carefully, to recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

In the event of a child requiring support that uses reasonable force, once the incident has reduced to a level where staff feel the child or anyone is safe, they will contact the parents/carers to discuss the actions taken and the reasons. The Senior Leader(s) will also coordinate with those staff involved both to ensure there is a clear record of the incident but also check-in to consider the well-being of individuals involved. As a school, we will only use reasonable force when deemed necessary. All staff who use this are 'Team Teach' trained as a recognised and safe approach.

**The school does not require, or have a Reasonable Force Policy, instead we follow the advice and guidance from the DfE which can be found at: [Restrictive interventions, including use of reasonable force, in schools](#)**

## Anti-Bullying Principles, Practice and Whole School Approach

Bullying is a part of school life and on rare occasions can take place in school, causing both physical and mental harm to a child or children. As a school, we adopt an approach that is aligned with our Behaviour and Anti Bullying Policy, as we believe the principles in our policy compliment an Anti-Bullying approach. Below is an outline of the principles and practices we follow to support a child who may be being bullied.

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Explicit within this statement is the realisation that all behaviour is communicating a message whether from an adult or child.

## **What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. To support the school community, we use the [ELSA bullying definition](#) in Appendix 4. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of the internet, such as email & internet chat room misuse, Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities.

## **Why is it Important to Respond to Bullying**

It is important to respond because bullying hurts. No one deserves to be made to feel unhappy because of bullying. Everybody has the right to be treated with respect. Pupils who are behaving in a bullying manner need to learn different ways of behaving. We believe that:

- All pupils have the right to attend school
- All pupils have the right to feel happy and safe at school
- All pupils have the right not to be afraid
- All pupils have the right to be listened to
- All pupils should be able to trust the staff to act

Our School has a responsibility to respond promptly and effectively to issues of bullying.

## **Objectives of this Policy**

- All teaching and non-teaching staff, pupils, governors and parents will understand what bullying is.
- All teaching and non-teaching staff and governors will know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents can be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **PROCEDURES TO BE FOLLOWED WHEN BULLYING HAS BEEN IDENTIFIED**

- A concern is reported (parents/child are referred to own class teacher).
- The full history/description/problems are recorded by the class teacher.
- The class teacher holds conversations with the pupil who has bullied and the pupil who has been bullied (and any other parties).
- The parents of the pupil who has bullied are informed by the class teacher. Class teacher informs the Headteacher and passes written records of conversations etc. for the school file.
- Concerns/issues are shared with ALL staff
- All staff observe and monitor the situation and feedback to the class teachers.
- Regular updates/monitoring and meetings with all parties are managed by the class teacher and communicated to the Headteacher.
- Updates etc. are shared with all staff in the weekly briefing and there is ongoing review with all parties.
- Where issues remain unsolved or are ongoing then the Headteacher will lead the process.

## **OPPORTUNITIES FOR PUPIL INVOLVEMENT**

- School Council will seek and represent views of children across the school about what constitutes and defines bullying. Also, the School Council will act as a forum for discussion and feedback on how

frequently bullying occurs, what the pupils think could and should be done and share successful experiences of dealing with bullying

- Children will be told the importance of telling an adult if they are being bullied, as well as if they witness episodes of bullying taking place (i.e. through planned programmes such as PSHE, Assemblies and more informal opportunities that may arise in classroom and playground contexts).
- Having friends is one of the best defences against bullying. The role of children who help others make friends and demonstrate/exemplify excellent social skills is extremely important.
- Children who help prevent bullying by reporting it or trying to help those being bullied will be acknowledged and rewarded.

## **ROLE OF PARENTS/CARERS**

Parents/carers have a crucial role to play in offering emotional support and for raising the concerns of their children with their teacher and the school.

Parents/carers may be able to identify signs in behaviour of their children that suggest bullying may be taking place. All incidences of bullying should be reported to the school. It is also helpful to work with the school to ascertain a full understanding of any incident/s and dynamics between pupils which may be leading to ongoing issues.

Weeke Primary School feels that discussing issues openly with another parent / child is to be discouraged so that other children and parents are not influenced by the opinions of others. It is important that any concerns are raised through the appropriate channels and only discussed with staff so that confidentiality can be maintained and the concerns resolved and de-escalated.

## **EQUAL OPPORTUNITIES STATEMENT**

Weeke Primary is committed to working towards equality of opportunities in all aspects of school life. All children at Weeke Primary have the same rights to enjoy a life at school where they can feel confident, secure and safe.

## **CONFIDENTIALITY STATEMENT**

All pupils, parents, carers and staff must be aware that staff cannot offer pupils unconditional confidentiality when a pupil first begins to talk about something where confidentiality may later become an issue. Pupils must be reassured that their best interests will be maintained. If a member of staff believes that a pupil may be at risk of harm they should seek advice from the Designated Safeguarding Leaders.

## **RESPONSIBILITY**

This policy applies to all members of our school community. It is the responsibility of the Headteacher, all members of staff and governors to uphold this policy.

## **REFERRAL TO EXTERNAL AGENCIES:**

The Childline number – 08001111 – will be communicated to children as part of the school PSHE programme.

## **ASSEMBLIES/PSHE CURRICULUM**

Assemblies, Circle Times and PSHE lessons are a valued forum for many pupils in talking about incidences of bullying and promoting acceptance of difference.

## Appendix 1

### Individual Support Plan for a Child

Weeke Primary School

Individual Support Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Plan no:</b>
<b>Plan created by:</b>			
<b>Strategy for responding to difficulties:</b>			
<b>Difficulties can be escalated by:</b>			
<b>Key concerns:</b>			
<b>Possible messages being communicated by the behaviour:</b>			
<b>Agreed targets:</b>			
<b>Adaptations to the environment:</b>			
<b>Ways of recognising effort and improvement:</b>			
<b>Arrangements for gathering data:</b>		<b>Review process:</b>	

## Appendix 2 – Risk Assessment

Risk Assessment document

<p><b>CHILDREN’S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024</b></p> <p><b>Challenging Behaviour In School Risk Assessment</b></p>
--

To be completed using local information & using the **Part 3 Guidance Notes** within this document

<p><b>This assessment is in three parts:</b>  <b>Part 1 – General information &amp; assessment summary comments</b>  <b>Part 2 – The assessment</b>  <b>Part 3 – Guidance notes for carrying out the assessment</b></p>
---

<b>PART 1</b>	<b>GENERAL INFORMATION &amp; ASSESSMENT SUMMARY COMMENTS</b>
---------------	--

<b>School / Site</b>	Insert school or site where assessment being carried out
<b>Name of pupil</b>	Insert name of pupil whose behaviour is being assessed
<b>Year group</b>	Insert year group of pupil under assessment
<b>Assessment date</b>	Insert date when risk assessment is being carried out
<b>Assessment serial number</b>	Insert local serial/identification number for future reference

<b>Assessor’s comments</b>	Insert comments relevant to findings as appropriate

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>

<b>Assessment reviews</b>	Set future review dates and sign/comment upon comments		
<b>Review date</b>	<b>Reviewed by</b>	<b>Reviewer signature</b>	<b>Remarks</b>

<b>PART 2</b>	<b>The Assessment</b>
---------------	-----------------------

### Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

#### Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

- Self**        The pupil – him or herself
- Staff**        Members of staff
- Visitor**      Visitors to the school; members of the public when outside of school
- Pupils**        Other pupils
- Property**    The physical environment

#### Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

- HL**        Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
- L**         Likely. There is a possibility that the behaviour will occur again.
- U**         Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

#### Seriousness

Make a judgement about the seriousness of each predicted behaviour.

- A**        This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to the normal school routines.
- B**        This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.
- C**        No physical injury or damage to property; minor distress or disruption.

#### Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

**Table One**

<b>BEHAVIOURS CAUSING CONCERN</b>				
<b>Behaviour (risk)</b>	<b>Target</b>	<b>Probability</b>	<b>Seriousness</b>	<b>Influencing factors</b>
Verbal aggression (threatening, swearing)				
Verbal outbursts				
Physical aggression:				
Kicking				
Punching/slapping				
Biting				
Scratching				
Spitting				
Grabbing				
Strangling				
Smothering				
Other behaviours include licking, touching children/their clothing				
Pushing/tripping up				
Intimidation communicated by physical action (+ growling)				
Other – please specify				
Property destruction				
Running away from immediate environment				
Running off site				
Hiding on school site				
Refusal to move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

**Influencing factors**

Risk assessment also involves an analysis of the “hazards” – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these “hazards” are likely to include

features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

**Table Two**

POSSIBLE INFLUENCING FACTORS		
1.		
2.		
3.		
4.		
5.		

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

**Preventive measures**

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

Currently in place (**P**)

Currently being actioned (**A**)

Felt to be inappropriate to the particular risks presented (**I**)

**Table Three**

PREVENTIVE MEASURES	P	A	I
<i>Proactive measures</i>			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			

Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			
Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			
<b>Reactive strategies to respond to early warning signs or an escalating situation</b>			
	<b>P</b>	<b>A</b>	<b>I</b>
Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (tennis, something to eat, puzzles – not computer)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) Two person standing escort/sitting old on chair or on the ground.			
Other (Please specify)			

### Note 1

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire Educational Psychology.

### Key actions

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan: (Plan 1)

Proposed date for review of current plan: (or following an incident)

FURTHER MEASURES TO BE TAKEN	RESPONSIBLE PERSON

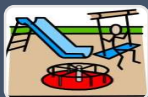
ASSESSMENT SUMMARY				
Challenging behaviour risk assessment summary for:			Completed on:	
Behaviour(s) causing Concern	Environment(s) where it is likely to be shown	Seriousness (A, B or C)	Key preventive strategies	Key reactive strategies

### Appendix 3 – Our Behaviour Expectations across School

We work with the children and support them to understand the importance of how we behave in different environments and circumstances. A regular approach we follow across the school and a language the children recognise is; **Quietly, Calmly, Smartly and Sensibly**. Below we have illustrated the approach we take to support our children both in and out of school.



Classroom - Children and adults will follow the school values, have classroom rules and behaviour in a calm, sensible and quiet manner.



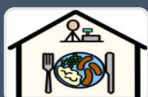
Playground - Children and adults will keep themselves and others safe, play with appropriate equipment and respond to adult instruction, showing respect at all times.



Corridors and Stairwells - Children and adults will move around school, calmly, quietly, sensibly and smartly. They will walk through school, show good manners and politeness to all.



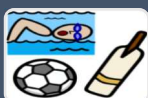
Libraries - Libraries are where children respect and take responsibility for creating a calm and quiet environment for all to read in.



Lunch Hall - Children are encouraged to use good table manners, take responsibility for their equipment and socialise in a calm way.



School Trip & Visits - Children and adults know and understand the importance of representing the school and behave impeccably on school trips.



Sports Events - When children take part in competitive or non-competitive events in school and outside of school they show the highest amount of respect for their peers and adults.



Residential trips - Older children in the school have overnight trips. Children will be expected to behave the same as if they were in school. The staff use both school and parental strategies to support behaviour.

## Appendix 4 – Supporting Materials

### 7 POINT CONSEQUENCE SCALE

*The stages are outlined as a guide, however, actions may vary dependent on the seriousness of the incident or behaviour.*

This is used as a guide and should take into consideration the context in which the behaviour has taken place, the individual child and their needs and as always, a degree of professionalism.

Stage 1 Non Verbal Reminder	Stage 2 Verbal Reminder	Stage 3 Warning	Stage 4 (CPOMS) Reflection time at playtime/ in another class (15 mins)	Stage 5 (CPOMS) Reflection time - Sent to a member of the Leadership Team	Stage 6 (CPOMS) Internal Suspension	Stage 7 (CPOMS) Fixed term suspension
This may be a look from the adult	Remind child/children of class rules/ school expectations	Get to the child's level and discuss the next steps and consequences in relation to behaviour	Chose a time that is manageable (an adult should be with the child at all times)	Another adult may bring the child to the SLT discuss and consider next steps	Child (if willing) taken to the AHT/DHT or HT	Child (if willing) taken to the AHT/DHT or HT
Refer to communication counts active listening visuals on the classroom wall	Instruct another child to model the behaviour	Giving children a time frame to count and reinforcing expectation whilst counting	Child may complete work at this stage (an adult should be supervising)	Instances may occur where time spent discussing with the child with AHT or DHT would benefit	When child is calm and responding - Emotion coaching and recording of the situation	If a child is in school and a staff members requires SLT support then use walkie-talkie
Refer to other visuals in your class	Explain how you would like the child to behave	Using a warning and setting a target either verbally or visibly for the child	It may be appropriate for a child to reflect on their behaviour and write this down (this needs support and managing)		If a child is in school and a staff members requires SLT support then use walkie-talkie	Team teach strategy may be required to ensure child is somewhere they and others are safe
Use Makaton/sign language	Give choices in order for the child to understand	Using a calm, firm and assertive voice and manner	Going to another class to complete work		Team teach strategy may be required to ensure child is somewhere they and others are safe	Letter from the Headteacher to parents, contact parent to collect and inform Chair of Governors
Model the behaviour expected yourself	Some children would respond well knowing what comes next (now & next)	Check the child's understanding of expectations and behaviours	It may constitute involvement from the Leader of Learning (although this is normally a stage 5)		If an unsafe situation - where possible remove the rest of the children	
	Using thank you to instruct				A period of time (determined by SLT) is set for the child working away from the class – work should be provided by class teacher	

## Using solution focussed language





When working with the child(ren) we use language that enables the child to consider the solution and positive outcomes. The poster below illustrates how powerful this can be.



## Zones of regulation

The Zones of Regulation aims to teach children strategies to help them to identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'. Further information can be found at: <https://zonesofregulation.com/how-it-works/>

# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

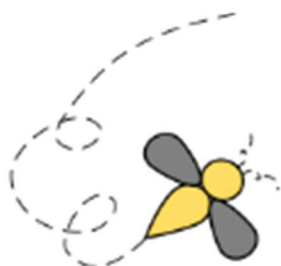


# Is it Bullying?



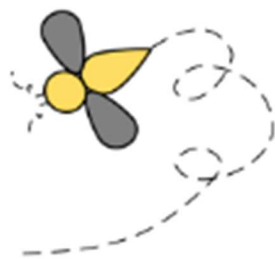
When someone says or does something unintentionally hurtful and they do it once.

**That's RUDE**



When someone says or does something intentionally hurtful and they do it once.

**That's MEAN**



When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.

**That's BULLYING**

[www.elsa-support.co.uk](http://www.elsa-support.co.uk)

## References & Resources to support policy

Behaviour in schools Advice for headteachers and school staff -

[https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)

A range of links to support behaviour in Schools –

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

Suspension and Permanent Exclusion from maintained schools –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

Use of reasonable force (currently under review) -

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Health and safety on educational visits –

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

Hampshire – PBS (Primary Behaviour Support) -

<https://pbs.hants.gov.uk/>

Zones of Regulation –

<https://zonesofregulation.com/how-it-works/>

Bullying at School DfE –

[https://www.gov.uk/bullying-at-school#:~:text=By%20law%2C%20all%20state%20\(not,be%20told%20what%20it%20is.](https://www.gov.uk/bullying-at-school#:~:text=By%20law%2C%20all%20state%20(not,be%20told%20what%20it%20is.)

Support Website for Bullying -

<https://anti-bullyingalliance.org.uk/>

ELSA Support (Emotional Learning Support) –

<https://www.elsa-support.co.uk/>

## Policies linked to Behaviour Policy

1. Behaviour Principles
2. Safeguarding Policy
3. Child Protection Policy
4. Health & Safety Policy
5. Complaints Policy
6. SEND Policy
7. Relationship & Sex Education Policy
8. School & Parent Communication Policy