

# Larchfield Primary & Nursery School

## Positive Behaviour and Anti-Bullying Policy



### Our Vision

Our children are central to all that we do:  
nurturing, caring and preparing them to add value to an ever-changing world.

<b>Ratified:</b>	<b>Full Governing Body</b>	<b>Date: January 2026 (Updated June 2026)</b>
<b>Next review due:</b>	<b>January 2027</b>	

## 1. Aim and expectations

We are a caring community, whose values are built on mutual trust and respect for all. The school's policy aims to promote an environment where everyone feels happy, safe and secure.

At Larchfield we:

- ✓ Have clear expectations for behaviour which are communicated between adults and to the children [including good manners and politeness].
- ✓ Set clear boundaries, structures and rules which are consistently applied by all members of staff who keep themselves aware of the contents of all school policies.
- ✓ Provide a range of rewards accessible to pupils of all abilities and strike a healthy balance of consequences.

### The School's Values

Safe  
Responsible  
Respectful

### The School motto

'Be the family you want'

Members of the school family are expected to:

- ✓ Behave in an orderly and self-controlled way
- ✓ Show respect to all members of the school family
- ✓ In class, make it possible for all pupils to learn
- ✓ Move quietly around the school
- ✓ Treat the school buildings and school property with respect
- ✓ Wear the correct uniform at all times
- ✓ Accept consequences when given
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 (with particular reference to safeguarding children with SEND and all vulnerable children).
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

**In addition, this policy is based on:**

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **2. Definitions**

**Misbehaviour is defined as:**

- Disruption in lessons, during free time in school and whilst representing the school, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Malicious accusations against school staff
- Possession of any prohibited items.
- Threatening behaviour
- Hurting others
- Physical outbursts including shouting, throwing, climbing on or under furniture, hurting others etc.
- Possession of any prohibited items.  
These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **3. Rewards and consequences**

#### **Rewarding good behaviour**

We use the following rewards across the school:

- ✓ Verbal praise – specific, descriptive, positive feedback.
- ✓ Stickers – for individual acts of kindness/helpfulness/behaviour i.e. over and above the 'norm' for that child
- ✓ Special privileges/jobs will also be used as rewards for ongoing good behaviour.
- ✓ Sticker charts
- ✓ House points
- ✓ Daily ray of sunshine award in classes
- ✓ Whole school weekly ray of sunshine award
- ✓ Commendations
- ✓ Golden Time
- ✓ Whole class rewards
- ✓ Hot choc Monday
- ✓ Sharing learning with other members of school
- ✓ Praise postcards/phone calls

## **Consequences for consistent inappropriate behaviour (classroom)**

### **Classroom**

- A member of staff takes the child, with learning to the Team Leaders classroom.
- The child is settled into the classroom.
- The child regroups emotions which may be with the support of the Team leader or other member of staff, completes work quietly within the other class and reflects upon their behaviour.
- After an allotted time (no longer than 30 minutes) a member of staff collects the child and returns them to their class, reintegrating them calmly without revisiting the reasons for the child being removed.
- At the end of the session the class teacher will talk to the child about why they were sent to the Team Leader and what they could do differently next time.

### **Break/Lunchtime Behaviour Management**

- The School Values are displayed in each class so that teachers can remind children and re-enforce the positive policy through aspects of PSHE on a regular basis.
- The School Values (Safe, Respectful, and Responsible) are also to be displayed facing onto the playground as a reminder to the children. Pointing to the School Values can be a visual reminder to a child.
- The positive behaviour message and the need for School Values will be re-enforced and related to in Assembly as appropriate.

### **Further consequences for lunchtime behaviour**

- Verbal warning – give the child a choice on behaviour, either....or. Remind them about the 'rule' e.g. 'What is the rule about the trees?', 'What should you be doing with that bat?' – ask them to respond so they verbalise the rule. Then remind them of the sanction.
- If the child ignores a warning and makes a wrong choice, they will walk around with an adult on break duty, or if at lunch, one of the Lunchtime Controllers for 5 minutes. Positive aspects of play will be pointed out and talked about. Staff to look a few minutes later – is the child playing appropriately? – if so, give some positive praise. If not, report to their class teacher.
- Misuse of apparatus will lead to a one day ban or one-week ban depending on severity of misuse.

### **Consequences for inappropriate behaviour (more serious, e.g. fighting, throwing equipment, running away from an adult)**

- If all the above consequences will have been tried or the matter is so serious that it needs an urgent response then the adult on break duty or Lunchtime supervisor will take the matter to a member of the Leadership Team member.

- The child/children are brought in. Both sides of story are listened to.
- This is followed by discussion and problem solving – ‘What should you have done?’, ‘What will you do if this happens again?’
- Reparations imposed – child will be required to write a letter saying they are sorry if appropriate.
- Feedback to class teacher as necessary. If child’s behaviour is frequently a problem, discuss with the teacher setting up a ‘playground behaviour chart’, highlighting individual behaviour targets, record on a small card that can be taken outside, Base Controller to add smiley or sad faces each day.
- If this is continuation of a previous problem or a child has been injured, duty staff will report it to Leadership Team/Headteacher.
- Leadership Team/Headteacher will talk to children and a decision will be made as to whether or not to contact parents on this occasion.

### **Confiscation**

- **Any prohibited items found in pupils’ possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

### **Restrictive Interventions – also as written in the Restrictive Interventions Policy**

#### **Acceptable uses of force (including reasonable force and seclusion) \* As also in the restrictive interventions policy (including reasonable force and seclusion)**

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Incidents of physical contact must:

- Always be used as a last resort
- Be recorded and reported to parents – Arbor recording system

### **More extreme behaviour (see Appendix A):**

- For more extreme behaviours, a member of the SLT may be called to help remove the child from the class room and find out why they are disturbing the learning of others.
- Should the behaviour become threatening, it may be advisable to remove the class rather than the child, this may give the child some space and time to work through the challenge.
- All members of staff are aware of the regulations regarding the use of positive handling by teachers. Staff only intervene physically to positively handle a child to prevent injury to another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the positive handling of children.
- If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

#### **4. The role of the class teacher and support staff**

It is the responsibility of the class teacher and school staff to ensure that the school values are promoted and that children behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Class teachers will log all incidences of inappropriate behaviour on the school's online tool Arbor.

#### **5. The role of the Headteacher**

It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. It is also the responsibility of the Headteacher to implement the school's positive behaviour policy consistently throughout the school. The Headteacher monitors this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and keeps records of all reported serious incidents of misbehaviour. In the event of an exclusion being necessary, all statutory, national and local guidance is followed. Exclusions are reported to Royal Borough of Windsor and Maidenhead (RBWM) and the Chair of Governors. Parents are advised of their right to appeal.

## **6. The role of parents**

The school aims to work collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. We hope that all parents will support their child's learning, and co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We inform parents of serious or consistent acts of misconduct and encourage them to support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Team Leader, Deputy and then the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See15 below)

## **7. The role of Governors**

- ✓ The Headteacher has the day-to-day authority to implement the school's positive behaviour management policy, but governors may be asked for advice about particular issues. The Headteacher will take this into account when making decisions about matters of behaviour.
- ✓ The governing body has the responsibility for reviewing and updating the policy and guidelines on behaviour management and of reviewing their effectiveness. The governors support the Headteacher in working to the policy.
- ✓ The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
- ✓ It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

## **8. Fixed and permanent exclusions**

- The Headteacher makes the decision about repeated or very serious acts of anti-social behaviour, and has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also suspend a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of anti-social behaviour. If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the exclusion and completes all relevant paperwork, following local and national guidance. At the same time, the Headteacher makes it clear to the parents that they

can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- In the absence of the Headteacher, the Deputy Headteacher may make the decision and arrangements for a fixed term suspension, in line with Deputy Headteacher Terms and Conditions
- The Headteacher will arrange for a School Success Plan meeting to be held if a child is likely to be suspended due to on-going behaviour issues. They will ensure a SSP is implemented and that school staff work with the child on specific behaviour targets to reduce the incidents of unacceptable behaviour. A School Success Plan may also be put into place to support a child coming back from a fixed term exclusion.
- The Headteacher will report all fixed term and/or permanent exclusions to the Local Authority and the Governing Body. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The Governing Body has an ad hoc discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
- It must be noted that each decision is taken on an individual basis, depending on the needs or diagnosis of the child.

## **9. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified for a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a plan of support and review it on a regular basis.

## **10. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Anti-bullying Policy**

### **1. Introductions and aims**

This policy aims to produce a consistent school response to any bullying incidents that may occur.

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

Bullying is action taken by one or more children with the deliberate and repeated intention of hurting another child, either physically or emotionally.

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

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 2. The role of the Governors

- ✓ The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- ✓ The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- ✓ The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

## 3. The role of the Headteacher

- ✓ It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- ✓ The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- ✓ The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- ✓ The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

#### **4. The role of the teacher**

- ✓ Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- ✓ If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If necessary after consultation with the Headteacher, the teacher informs the child's parents.
- ✓ All physical incidents of bullying are reported to the Team Leader and recorded on an Arbor with the adult completing it, then also informing the Headteacher and Inclusion Lead.
- ✓ If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and appropriate reprimand for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Team Leader. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.
- ✓ Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

#### **5. The role of parents**

- ✓ Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the class teacher immediately who would then inform their Team Leader and if necessary the Headteacher.
- ✓ Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

#### **7. Training**

All staff are provided with training on managing behaviour. A number of staff are trained in the use of restraint, as part of the CPD process.

Behaviour management will also form part of continuing professional development.

#### **8. Monitoring and review**

- ✓ This policy is monitored closely by the Headteacher, who reports to governors about the effectiveness of the policy on request.

- ✓ This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining any concerns forms, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.
- ✓ This policy will be reviewed by the Headteacher and the governing body every year. At each review, the policy will be approved by the Headteacher.

Governor \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_



Headteacher

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Appendix A

### More Extreme Behaviours

Managed in class:		
Behaviour	Action	By Whom
Causing minor and occasional disruption to teaching and learning: <ul style="list-style-type: none"> <li>• Consistent Interrupting/calling out during input</li> <li>• Teasing</li> <li>• Play fighting</li> <li>• Telling lies/purposefully getting others into trouble</li> <li>• Arguing/answering back</li> </ul>	Step 1: verbal warning Step 2: 2 <sup>nd</sup> verbal warning Step 3: Possible walking with adult during break time Step 4: Possible involvement of SLT	By Teachers and TA's.

### Further involvement of Parents and Team Leaders:

Behaviour	Action	By Whom
Persistent and frequent disruptions which interfere with the teaching and learning: <ul style="list-style-type: none"> <li>• Continuation of low-level behaviour after sanction</li> <li>• Threatening behaviour</li> <li>• Deliberately not completing tasks</li> <li>• Leaving the classroom without permission</li> <li>• Swearing at others/staff.</li> <li>• Refusing to enter classroom as instructed</li> <li>• Purposefully hindering other pupils learning</li> </ul>	Team teach toolbox for trained staff. Team leader classroom for persistent disruption to the learning of others. Teacher will talk to parents at end of school day and inform of incident and consequences given.  Teacher will also inform Team Leader/Inclusion Lead for their information. The Inclusion team can be called for as support in cases such as this.	Class teacher, in consultation with parents and needing support from Team Leader/Inclusion Lead.
<ul style="list-style-type: none"> <li>• Biting</li> <li>• Fighting</li> </ul>	Team Leader/Inclusion Lead to talk to child or organise a formal meeting between	

	Parents, teacher and Team Leader/Inclusion Lead.	
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<b>Further involvement of Senior Leadership Team:</b>		
<b>Behaviour</b>	<b>Action</b>	<b>By Whom</b>
Serious and continuous interference with the rights of others: <ul style="list-style-type: none"> <li>• Continuation of mid-level behaviour after sanction</li> <li>• Racial abuse (offensive)</li> <li>• Throwing furniture or equipment</li> </ul>	As above (Parents and Team Leader involvement)  Teacher will involve Team Leader and parents in a more formal meeting where further consequences and actions may be agreed.  Teacher to inform SLT for their information. If behaviour is more extreme report to SLT immediately.	Class teacher, in consultation with parents and needing support from Team Leader/Inclusion Lead.  Higher sanctions authorised by Head Teacher or deputy Head Teacher.
<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Aggressive violent behaviour causing injury</li> <li>• Stealing (premeditated)</li> </ul>	A member of the Senior Leadership Team immediately notified and consequences decided.	SLT/Headteacher

