



Booker Avenue Infant School

Positive Behaviour and
Anti Bullying Policy

July 2025

School Behaviour Policy Statement

“A school’s main purpose is that children should learn. Good Behaviour makes effective teaching and learning possible. Bad Behaviour disrupts these processes.”

Elton Report 1989

The Governing body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour.

The aims of our Whole School Behaviour Policy

1. To clarify and make clear to all members of the school community what is meant by good behaviour
2. To minimize misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure
3. To ensure all staff use a wide range of rewards to motivate pupils
4. To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded
5. To encourage pupils to co-operate with one another and enjoy a friendly, respectful relationship with all school staff

The Responsibilities of Pupils

Pupils are expected to follow the school’s ‘Golden Rules’ in the classroom, playground, the corridors and the hall/canteen. Their behaviour should reflect our School Core Values: Be Kind, Be Respectful, Be Active and Be Safe.

The Responsibilities of Staff

All Staff have a key role in ensuring:

1. That children are successful and happy in an environment where appropriate curriculum is provided
2. Provide learning opportunities that are motivating and inspiring
3. Pupils are treated fairly and justly, regardless of race, gender, creed or disability
4. A fair and consistent approach to rewards and sanctions that follow the Behaviour Policy

A Whole School Approach

Rules:

Children will follow the school’s six ‘Golden Rules’ at all times. They are:

1. **We look after property** – we don’t waste or damage things
2. **We work hard** – we don’t waste time
3. **We are honest** – we don’t cover up the truth
4. **We are kind and helpful** – we don’t hurt anybody’s feelings
5. **We listen** – we don’t interrupt
6. **We are gentle** – we don’t hurt others

Rewards

The approach should be one of encouragement and praise. The following aspects of praise should be considered, though no particular weighting:

1. Verbal praise that describes approved behaviour e.g. "Well done. You sat down and listened as soon as I asked you to."
2. Written comments on children's work
3. A visit to Mrs Brown to show good work
4. An informal discussion with parents about good behaviour
5. Public praise in front of groups, class or whole school – Star Badge Pupils, Praise Assemblies
6. Stamps given to each child for 'Merit Card' – reward certificate – bronze, silver and gold
7. Children will be rewarded for good behaviour with 'Golden Time' on a Friday afternoon or other appropriate time during the week
8. Children given 'Nuggets' for polite behaviour and manners. When 'Nugget' jar is full the class can choose an extra treat
9. Positive reinforcement during lunchtimes to all children. The children can receive a Golden Ticket for positive behaviour and five tickets are selected each week to choose a Golden Ticket prize. All lunchtime staff have training in behaviour policy and use school's behaviour management strategies

Sanctions

Although Booker Avenue Infant School has positive reinforcement and rewards as a 'central encouragement' to good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour. Most instances of poor behaviour are relatively minor and can be dealt with through minor sanctions. These sanctions should follow this order:

1. An immediate 'check' of inappropriate behaviour
2. A warning and a chance to improve behaviour
3. In Key Stage 1 the removing of stars from 'Golden Time Star Chart'. Star removal results in incremental loss of time from 'Golden Time':
 - One star lost will result in a five-minute loss
 - Two stars lost will result in a ten-minute loss
 - Three stars lost will result in a fifteen-minute loss
4. In Reception a 'Traffic Light' system is used for poor behaviour and is linked to time out sessions – all children at the end of the day are put back into green to reinforce the action has been dealt with

Children are given the opportunity to gain star(s) back/move into the green traffic light before their next Golden Time for good behaviour.

In the event of behaviour being consistently poor, the following sanctions will occur:

1. Move child away from other children for a set time e.g. 10 minutes. If on the yard, child will hold teacher or LSA's hand
2. Child sent to Mrs. Brown
3. Loss of playtime – child must be supervised
4. Parents invited to school
5. Home/School behaviour chart may be implemented
6. Child may have to go on an Individual Behaviour Programme [IBP]

7. Exclusion – temporary/permanent

Sanctions given may depend on severity of incident e.g. fighting at play may lead straight to loss of playtime. This will be at the discretion of Mrs Brown and class teacher. In certain situations, it may be appropriate to use positive handling

Parental/Carers Partnership

At Booker Avenue Infant School, a clear priority is given to clear communication and a positive partnership with parents/carers to promote and maintain high standards of Behaviour.

Anti-Bullying

DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to or technological – cyber bullying). There are three key characteristics of bullying.

1. Bullying is ongoing; it is repeated over time. It is not the same as a conflict between two individuals or a random unprovoked aggressive act
2. Bullying is a deliberate and often premeditated
3. Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources)

At Booker Avenue Infant School, we provide an environment which encourages children to take responsibility for their own actions and behaviour. We expect children to develop a caring attitude and a respect towards others.

Aims

We aim to provide children with a safe and secure environment, which enables them to develop self-esteem.

We aim to support children in their development of their social skills in order that they can work and play to fulfill their potential. We cannot force children to always like each other but we can prevent them from actively disliking and bullying each other by teaching toleration and respect.

Objectives

- To identify a member of staff who is the school Anti Bullying lead – Lynne Brown
- To identify early forms of intimidation or friendship issues in order to reduce opportunities for bullying
- To provide at least 2 members of staff to supervise the playground during play time and lunch time
- To ensure all adults act in ways which enable children to feel confident about talking to adults in school about concerns and anxieties.
- To ensure that all staff follow the school this Positive Behaviour and Anti Bullying Policy and use rewards and sanctions consistently.
- To regularly teach the school's Behaviour Code in all year groups and to ensure parental support for the Behaviour Code through school lines of communication. Ensure all parents are aware of our expectations for behaviour through our newsletters/emails/texts and regular consultation.
- To emphasize to children that they are responsible for their actions
- To encourage each child to develop a sense of belonging and commitment to our school community through our teaching in Collective Worship and Religious Education programmes of study
- To raise children's self-esteem through discussion and activities in the PSHE curriculum particularly the use of Circle Time and contributions to the School Council

- To offer a cross-curricular education with emphasis on the moral, social, cultural and spiritual development of the children
- To ensure children are encouraged to respect and value each other through planned teaching in different subject areas – Personal Social Health Education, Relationships Education, Collective Worship, English and R.E
- To seek advice and guidance from outside agencies – drama, healthy lifestyles and diverse cultures

Organization

1. Parents are made aware of the Behaviour Code as their children enter school through our induction information.
2. Adults in school investigate incidents when brought to their attention by a child and/or parents or when they witness inappropriate behaviour or when a parent has brought a concern to a member of staff.
3. Staff routinely involve children in discussion about appropriate solutions to feelings of being intimidated. This process takes accounts of the child's age and may involve parents/carers as well.
4. A minimum of 3 staff members are in the playground at playtimes to facilitate appropriate play and monitor behaviour and ensure that children are safe.
5. Parents are informed in the first instance by the class teacher of any concerns regarding inappropriate behaviour by their child or any incidents of isolated aggression, persistent aggression or bullying.
6. Individual Behaviour Plans are put in place to support children in addressing any behaviour difficulties they may be having. Subsequent behaviours and attitudes are monitored. Parents are informed and involved at each stage.
7. The school requests support from the L.A Behaviour Support [IBT]team to provide advice and professional developments to address issues of bullying and other services for age appropriate interventions.
8. The management of behaviour is a regular focus of continuing professional development in the school.

Equal Opportunities

All children and adults at Booker Avenue Infant School are valued as individuals irrespective of gender, sexuality, race, culture, religion or special need. Although children may be exposed to different attitudes elsewhere, racism, sexism, homophobia and disability bullying will not be tolerated in the school and the action set out in the school policies will be taken when incidents occur.

Assessment

The school monitors all prejudice related incidents and hate crimes and the subsequent actions taken. A log will be kept of any complaints of bullying and a record of action taken by the school to change the behaviour. Detailed observation notes will be taken over a fixed period to support the action to be taken.

Resources

In support of this policy for the prevention of bullying and the building of positive relationships, please refer to:

Behaviour Policy

SEND Policy

Child Protection Policy/Safeguarding Policy

PSHE Policy
Relationships Policy
Equal Opportunities Policy/Single Policy
R E Policy
E Safety Policy

Staff Development

Provision of support from the Behaviour Support Team with strategies for positive behaviour management. Continual Professional Development ensure staff have a good understanding of bullying and how it affects an individual and their families. Regular review of Positive Behaviour and Anti-Bullying Policy and E-Safety Policy.

Actions to be taken if bullying is suspected or identified as taking place

Where bullying is suspected or has been reported the school will deal with the incident immediately by taking the following steps:

- The incident will be investigated by the member of staff to whom it had been reported
- The result of the investigation will be discussed and recorded with a senior member of staff
- Written records of investigations will be held in the Anti-Bullying file in the Headteacher's Office
- Where there is evidence of strong suspicion of bullying the Headteacher will conduct further investigation as necessary
- Sanctions will be applied against the perpetrator in line with the school Behaviour Policy
- Support will be given and investigation into why they are bullying
- SEND/safeguarding intervention will be provided if required
- Parents of pupils who have been bullied will be kept informed

Pupils who have been bullied will be supported by:

- Being given an opportunity to discuss the experience with a trusted member of staff
- Having their fears taken seriously
- Being given reassurance both on an immediate and longer term basis
- Being helped to restore their confidence and self esteem

Pupils who have carried out bullying will be helped to improve by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and why there is a need to change. Educating them to increase their empathy for others
- Their parents/carers being informed to support changes to pupils' attitudes

Further Disciplinary Steps

In addition to the usual sanctions detailed in the school Behaviour Policy in extreme cases the Headteacher may use the following:

- Exclusion from certain areas of school premises or at certain times of the day e.g. lunchtime
- Fixed term exclusion
- Permanent exclusion

In case of threats to staff or pupils by parents or other visitors to the school the Headteacher may insist that perpetrators leave the site. Legal steps may also be taken to prevent perpetrators returning.

Future Targets

To work with parents and children in induction meetings and through discussion and written communication to establish an understanding of the term bullying which recognizes the difference between isolated incidents and persistent incidents which constitute bullying.

Searching, Screening and Confiscation

Headteacher and staff they authorise have a statutory power to search pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, to cause personal injury to, damage to property of any person (including pupil).
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images

Monitoring and Evaluation

The Headteacher will keep the Governors informed of any bullying incidents termly through the Headteacher's report to Governors. Review July 2026.