Behaviour Principles Statement
and
BEHAVIOUR & ANTI-BULLYING POLICY
including Exclusion Policy

This policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Autumn 2026
REVIEW FREQUENCY	Annually
REVIEW DUE	Autumn 2027
STATUTORY REQUIREMENT	YES

AMENDMENTS

Date	Summary of Amendment/s
January 2024	Addition of new behaviour strand 'Be Resilient'
January 2025	Inclusion of Norfolk Steps Programme in relation to behaviour tracking and positive behaviour plans.
January 2026	No changes necessary
July 2026	Exclusion section updated in line with new statutory guidance on suspension and permanent exclusion from school 2026

Behaviour and Anti-Bullying Policy

Statement of Principles

At Aldborough Primary School our aims for behaviour are based on our school values of individuality, respect, pride and community collaboration. We encourage children to be responsible and respectful and to have pride in themselves and their school. Fostering children's self-esteem and emotional well-being is a vital ingredient of positive behaviour and is uppermost in our school vision.

Through our behaviour policy we aim:

- To develop caring attitudes, good manners, tolerance, self - esteem and self – regulation
- To show respect for individuals, difference, the environment and other communities and nations
- To guide behaviour through positive encouragement, reflection and the provision of good role modelling of respectful and supportive relationships
- To teach and extend social skills, developing independence and responsibility in order to enable children to manage their own behaviour and resolve problems in a sensitive way
- To promote well-being through building strong, positive relationships, providing regular opportunities to discuss and reflect on feelings, exploring ways to support each other.

Our Rules: Be Ready, Be Respectful, Be Responsible, Be Resilient

- At Aldborough, we have four clear and concise values to promote safe and positive behaviour: Be Ready, Be Respectful, Be Responsible and Be Resilient. These values will be described, modelled and encouraged through class assemblies, play times, lunch times and in class time to ensure that all children understand what is acceptable and safe.
- Unconditional positive regard will be reinforced with all children at all times by all adults.
- Verbal and written praise from the class teacher or other adults in school for good learning, effort or behaviour will be shared with the children and other classes. Communication with parents to celebrate kind, respectful and responsible behaviour could be either by phone, face-to-face, email or notes home.

Consequences and Interventions

At Aldborough Primary School we recognise that all behaviour is communication. We help support children to make the right choices, first time, through a series of consequences. All staff will consistently use sentence stems similar to the ones which follow to make explicit the expectations of children who are beginning to show behaviours that harm or behaviours that challenge.

- 1st Stage: First verbal reminder

  This stage makes explicit the expectation.

  Examples are… "Remember we need to be respectful by…….(not talk when I am talking, etc)"

- 2nd Stage: Second verbal reminder

  This stage makes explicit the expectation followed by the consequence.

Examples are… “Remember we need to be responsible and complete our work. If children do not take responsibility for finishing their work, they will need to stay in to finish it at playtime”

“We should use respectful behaviour at all times. When children don’t use respectful behaviour they need to sit on the reflection bench so everyone can be kept safe” (playground incidents)

- 3rd Stage: Implement consequence highlighted in the 2nd stage followed by a reflective conversation with an adult
- 4th Stage: If behaviour was repeated again “I can see you are still finding it hard to…/ not to…. I am not going to give up on you, how can I help?”
- 5th Stage: Introduce supportive systems/ look for triggers to understand and change behaviours that harm and behaviours that challenge and communication with parents when necessary

Supportive systems to understand and change unsafe behaviour

Our behaviour policy is not primarily concerned with rule enforcement but on a restorative approach. It is a tool used to promote good relationships and resilience, so that we can work together with the common purpose of helping everyone learn. Adults will use the following questions to support the children:

EYFS and Key Stage 1 and Key Stage 2

• I can see something has happened/ I’m wondering if/ I noticed that/ I imagine

• I’m here to help

• Talk and I’ll listen

- Come with me and…..
- How can we make things right?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people.

If a member of staff is having difficulties with an individual or group of children they are expected to seek support from other adults in order to make a positive change. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. Feedback to parents/carers will be given when a child has been harmed. The parent/carer of the harmer may also be informed of the incident. At times it may be necessary to track a child’s behaviour in order to look for triggers. This will be completed in line with the Norfolk Steps Programme. If behaviours that challenge or harm are persistent then a positive behaviour plan will be written to support the child. This will be in line with the Norfolk Steps Programme.

Further support may be required at Aldborough. We believe that all behaviour is communication and we ask ourselves ‘what is the child trying to communicate?’ We realise that sometimes this can be different for every child who has their own range of needs so may look different in each individual case. Adaptations to the support that we offer may be necessary for children with Special Education Needs or those with SEMH needs. Further support can be offered to our children by our Nurture TA or the SEMH team from the Aylsham Cluster.

Adult Behaviour

At Aldborough we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children, taking into account individual needs. Staff must be approachable and kind to the children and to each other, acting as role models in their behaviour and communications at all times. Adults would not be expected to raise their voices (except in an emergency) or act in a way that is motivated by anger or frustration. If a member of staff is having difficulties with an individual or group of children they are expected to seek support from other adults in order to make a positive change.

Adults are there to help and guide towards positive behaviour (not there to punish) and children must understand and believe this.

Unacceptable Behaviour, bullying and exclusion

Serious Misconduct / Misbehaviours

Where a child's behaviour falls into or potentially falls into one of the following, the head teacher must be informed in order to ensure that more serious follow-up actions are taken e.g. Fixed period suspension or permanent exclusion.

Examples are:

- Extreme behaviour such as physical aggression towards staff or pupils
- Any behaviour that threatens safety or presents a serious danger
- Verbal abuse – e.g. swearing, racial or sexual abuse of staff or pupils
- Theft / Stealing
- Physical destruction of property
- Bullying though deliberate hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves
- Prejudiced behaviour including racism, sexism, use of sexual innuendoes, sexually inappropriate material etc
- Physically violent behaviour including fighting (deliberately hurting others)
- Consistent and disrespectful refusal to carry out a reasonable school instruction
- Destructive behaviour
- Deliberately ignoring safety / hygiene / security rules
- Any behaviour that seriously inhibits the learning of pupils

These are examples not an exhaustive list.

If an incident is of high severity or in exceptional circumstances the head teacher will decide on further action to take in consultation with the school governors. The parents/carers will be informed via a letter or phone call if the incident merits a suspension or exclusion and they will be asked to pick their child up from school immediately. Work will be sent home with the child for the period of the exclusion and parents will be informed about the length of time that they must ensure that their child

is not present in a public place during school hours. Failure to comply with this will may lead to a fixed penalty notice. Parents or carers may request an appointment to discuss the incident. Upon return to school a re-integration meeting will be offered to the child and their parents. If a child's behaviour continues as a concern, it may be appropriate to include the development of a new behaviour plan and/or the involvement of outside agencies for additional support. This will always be with parental/carer consent. If this fails, then the school could consider further fixed period suspension or permanent exclusion in line with the statutory guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England 2026).

As a school, we expect that parents/carers will do everything they can to help their child relate cooperatively to adults and other children. Parents/carers will accept some responsibility for their child's behaviour in school. Firm but affectionate guidance which parents/carers provide in the home is most likely to produce the attitudes on which good behaviour in school may be based. We aim to work together as a team with parents/carers and children in order that inappropriate behaviour may be challenged. If a child's behaviour causes concern, parents/carers will be informed and their cooperation sought.

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 when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Policy for Dealing with Bullying

Context

Aldborough Primary School is committed to ensuring that everyone learning and working in this school is able to do so in a supportive, caring and safe environment without the fear of being bullied.
If bullying does occur, all pupils and adults will know who to tell and they will know that incidents will be dealt with promptly. We firmly believe that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

Definitions

What Is Bullying?
Bullying is deliberately hurtful behaviour of any kind, repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another.

Why is it Important to Respond to Bullying?
Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils and adults who are bullying need to learn different ways of behaving.

Implementation

- Prevention is clearly the strategy we wish to use. This will be at classroom level - during PHSE, RSE, Class Reading texts and Drama, exploring perceptions of bullying and developing anti-bullying messages and at whole school level- developing a culture of respect in line with our values.
  We will also join in Anti Bullying initiatives.

Response

- Everyone at Aldborough Primary School has a duty to respond immediately to bullying. This will **always** involve passing the information on to a class teacher, learning support assistant or head teacher. Volunteers in school should share their concerns with the class teacher or with the Designated Safeguarding Lead (Mrs Bearman). Parents who believe their child is the victim of persistent bullying should share their concerns with school at the earliest opportunity and **be prepared to work with school in line with the principles of our behaviour policy i.e every child is treated as an individual.** The response may also involve gathering more evidence and seeking support from outside agencies.

- Aldborough will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs.

- Aldborough takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to ensure everyone behaves in an acceptable way as well as empowering victims with strategies and skills.

- Aldborough has access to the School and Communities Team and a range of locally provided solution focussed support groups. National support is also available. eg Child Line

Bullying of Pupils

Pupils:

- Can expect to be listened to and discuss the experience with another adult of their choice in the school. A verbal notification to the head teacher will follow.
- Should try to give a clear account which an adult can record and share with the head teacher.
- Can expect reassurance that the problem will get addressed
- May be offered support to restore self esteem and confidence.
- Should expect their parents to be kept informed.

Bullying of Employees

Employees:

- Can expect to be listened to and discuss the experience with a colleague of their choice in confidence. A verbal notification to the head teacher will follow unless the head teacher is the bully in which case Local Authority support will be considered. If the head teacher is the victim, support from Local Authority should be considered.
- Should try to give a clear account, which a colleague can record clearly, so that they can share this with the head teacher/local authority
- Can expect reassurance that the problem will be addressed
- May be offered support to restore self esteem and confidence.

Policy Consultation and Review

This policy is referred to on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in line with the policy review schedule and approved by the Governing Body.

Historic Policy Changes

Reviewed and approved	Changes
Summer 2014	Layout changes and some wording
Spring 2016	Anti Bullying Clarification that both victim and bully will be supported. Effect of Banter from Yr6 on younger children could be part of classroom work.
May 11th 2017	To join with Behaviour but remain separate. Punctuation and grammar changes only. No changes to Behaviour element.
October 2019	Removal of VLE (no longer available) Equality Impact Assessment Completed
September 2020	Covid 19 adaptations made
February 2022	Complete re-write in line with school values and to include Behaviour Principles Statement
February 2023	No changes needed