Behaviour and Anti-Bullying Policy

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Date Last approved	New combined version - approval pending
Date of next review	Autumn 2027
Review frequency	Annual (or sooner if guidance changes)
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Appendices	Appendices 1-6 and pupil-friendly anti-bullying policy
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Communication with staff (method and date)	Staff briefing following approval; annual reminders
Training requirements for staff	Safeguarding and behaviour induction/updates; additional restrictive-intervention training for relevant staff

Version control			
Version	Date	Author	Changes
1.0	7 September 2026	Wansdyke Primary School	Merged into Futura policy format; DfE/KCSIE 2026 updates incorporated; mobile phones moved into behaviour section, combined behaviour and antibullying policy.

Wansdyke Primary School

Futura Learning Partnership

Behaviour and Anti-Bullying Policy

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Promoting Positive Relationships

Our Vision and Values

At Wansdyke we believe that, in accordance with the values of our school and Futura, everyone will work collaboratively and constructively with children to ensure they understand the expectations we have in terms of behaviour and conduct. This is based on a commitment to spend time ensuring children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority. We will communicate clearly with parents about important issues or events regarding the behaviour of their children and work in partnership to support their child/ren.

Wansdyke values:

Respect

Opportunity

Collaboration

Aspiration

Wansdyke Rules

The following are the set of rules which all staff will refer to when setting expectations with children and talking about things when they go wrong. These rules will be displayed centrally with teachers having a copy to hand to use when needed.

Be kind

Be honest

Try your best

Respect people and property

Purpose

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the education setting providing guidelines and procedures as to how our educational setting supports and responds to behaviour.

Policy Aims

- To support every child's right to learn and be safe
- To support every pupil's responsibility to act safely and engage in learning
- To use positivity and praise to highlight and encourage ***specifically*** the behaviours we want to see

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect for all
- To help all to develop and maintain a sense of worth, identity and achievement
- To help all to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a policy that is based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Key Premises of our Relationships and Belonging Approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)

i. Behaviour is a form of communication

ii. We take a non-judgemental, curious and empathic attitude towards behaviour

iii. We put relationships first – Connection before correction

iv. We learn to recognise our emotions using the Zones of Regulation

v. We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. Consequences are applied fairly, consistently and proportionately, alongside support to understand behaviour, repair harm and relationships where appropriate, and reduce the likelihood of recurrence. Reasonable adjustments will be made where required for individual pupils.

vi. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control

vii. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young peoples' SEMH needs

viii. A whole education setting approach to achieve authentic inclusion and wholehearted learning.

ix. An approach that starts with calm, well-organised classrooms and learning with all adults clear on their role.

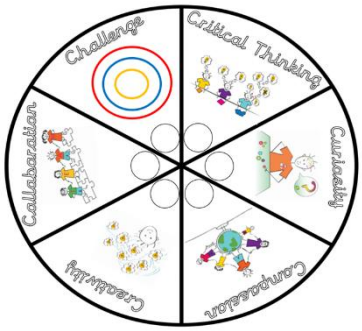
x. An approach that promotes and supports every type of outdoor play

xi. This guidance promotes the idea that the Social Emotional and wellbeing needs of all should be at the heart of the education setting and supports a foundation to enable access to learning for all

Wansdyke Learning Behaviours

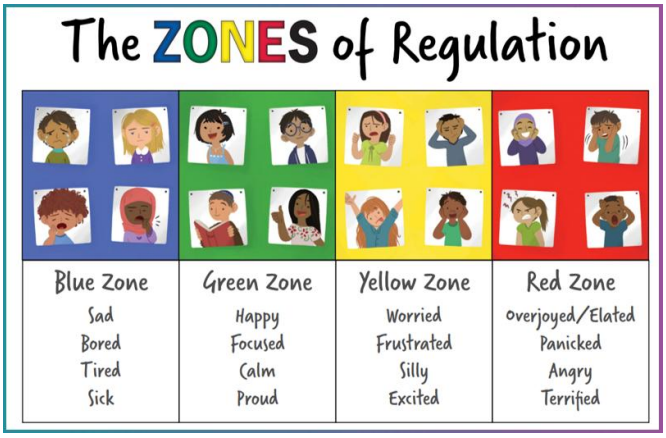
Our learning behaviours (referred to as the 6Cs) are curiosity, creativity, critical thinking, collaboration, compassion and challenge. Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The learning behaviours will be referred to in all lessons to celebrate positive approaches to learning across the school.

Each child will have a learning wheel, with 6 sections for the 6 behaviours, on display in the classroom. Pupils need 3 signatures for each behaviour to complete their learning wheel. If this happens, they will be promoted to a bronze wheel, then silver and so on. Completed wheels will be laminated and sent home as a certificate of completion.



Zones of Regulation

There are lots of reasons children's emotions can change. Recognising what we feel and why is part of growing up. We will use the zones of regulation to support this. Over time children will recognise, name and understand their feelings and how these can affect their actions.



Read, Write, Inc 'Silent Signals'

We need children to focus on their learning. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, children are in no doubt of the expectations when they move across different groups, work with different staff or transition into the next year or key stage. Teachers also won't waste time in establishing a new set of routines. For these reasons, we use the following silent signals:

· Team stop signal

· Turn to your partner (TTYP)

· Perfect partner signal

· My turn, your turn (MTYT)

· Magnet eyes

· 1, 2, 3

· Silent handwriting signal

We have these same expectations for behaviour during specific 'whole school' activities such as assemblies.

Restorative Approaches

We use restorative approaches to help children understand conflict, the impact of behaviour and how relationships may be repaired. Where appropriate, this may involve supported discussion or written reflection. Restorative work will only be used where it is safe, appropriate and in the interests of the children involved. A child who has been harmed will never be required to meet or engage directly with the other child. Bullying, sexual harassment, child-on-child abuse and other safeguarding concerns will be managed through the school's safeguarding procedures first, with the DSL/deputy DSL advising on whether any restorative work is appropriate. We ask appropriate parties key questions, such as:

· What happened?

· How did you feel at the time / how do you feel now?

· How did you feel before / what was it like before the incident?

· What would you like to see happen to move forward?

· Have you been listened to and had a chance to share your views?

We also ask the following questions to help those harmed by others' actions:

• What did you think when you realised what had happened?

• What impact has this incident had on you and others?

• What has been the hardest thing for you?

• What do you think needs to happen to make things right?

This approach enables the children to identify the issue and work together on a mutually supportive and respectful solution. This approach should be applied at all opportunities to encourage children to reflect upon their chosen behaviour.

Lunchtimes

In the dinner hall, children should line up quietly, be polite when receiving their meal and follow any directions from adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the relevant playground where they will be supervised by a designated adult.

Playtime and Lunch play

Every child has the right to play in their own way, whether that is a game, running, exploring, chatting, being imaginative or doing a quiet activity. They have a right to be safe during this time, whatever their chosen activity and wherever they are playing. They have the responsibility to play fairly and respect play equipment.

In all outdoor play spaces, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules (displayed on each playground) and the importance of informing an SMSA if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that all children are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework and using the script in appendix 2to ensure consistency for all children. Where physical behaviour is an issue, this will be dealt with in accordance with the table in Appendix 3.

Throughout all playtimes, children are expected to:

- Ask to use the toilet and take a toilet band inside with them so we know who is inside and outside
- Respond to the 'Team Stop' signal in the same way that they would in their classroom

Play Leaders

Play Leaders will be responsible for giving out and putting away all play equipment, but it is every child's responsibility to look after play equipment and play with it in the designated zone.

Play zones:

KS2:

1 - Wooden Climbing Frame

2 - Metal Climbing frame

3 - Playground games

4 - Quiet zone

Field:

5 - Football

6 - Forest

KS1:

7 - Tyres

8 - Field

9 - Climbing frame

10 - Trikes and bikes

11 - Quiet zone

12 -Playground games



Rewards

House Points (Dojos) – Please see Appendix 5

Children can be given a house point (Dojo) by any adult in the school for: good manners, effort, behaviour, achievement etc. There must only ever be one house point given at a time. To represent the House Point a Dojo is added to Class Dojos. At the end of a week, all house points are calculated by House Captains. At the end of each week, the house with the most counters are celebrated in assembly. At the end of each term the house cup is presented to the Year 6 house captains of the house with the most points. Children in this house are given an extra 15 minutes play time. Parents will be notified when their child receives a Dojo point.

Class Reward

Every class has a container in which the whole class can collect tokens in order to work towards a shared reward. The reward will be linked to the curriculum.

Stickers

These can be given for good effort, progress or achievement in children's learning. They can be given at lunchtimes for good manners or good lunchtime behaviour. Stickers should be stuck in books or on a child's jumper.

Certificates

Certificates will be awarded weekly in celebration assembly, with the learning shared i.e. read out by the child or displayed on the screen, as appropriate. Only two certificates should be awarded by each class every week. Those who get a certificate also get a Dojo/ House point.

Secret Learner

At the start of every day, a 'secret learner' is identified by a teacher. At the end of the day, the teacher will name the secret learner and explain that they have met the criteria that the teacher was looking for e.g. lining up correctly, managing distractions etc. If the secret learner did not meet the criteria, the child is not named and the teacher simply explains that unfortunately the secret learner did not manage to show whatever was being expected. If the secret learner does meet the criteria, they earn 2 HPs for their house.

Sanctions

In our school, it is expected that all staff will speak clearly to children, regarding their behaviour, using the responses to behaviours listed below. Please note the following:

- Staff should always speak directly to children about their behaviour and address any problems at the time. Children should not have to 're-live' their behaviours by listening to adults talking about them or the event that has taken place. If information about a child's behaviour does need to passed on, in front of the child, e.g. to the class teacher, it must be done in a way that does not put the child down.
- Staff should avoid 'amplifying' any negative behaviours to other children e.g. by speaking to another adult in front of a whole class or stopping everyone in the hall.

- If children have an IBP (Individual Behaviour Plan), this is likely to mean they will need additional adult support to manage their behaviour and consequences. This is in line with our approach of 'equity', not 'equality'. Consequences remain available, but reasonable adjustments and individual needs will be considered. Where behaviour is serious or persistent, the school may use on-site refocus/internal removal, suspension or permanent exclusion in line with statutory guidance and Trust procedures.
- Our staff will do everything they can to support children's positive behaviour, including referring to external agencies.
- There will always be a degree of discretion exercised when dealing with children's behaviour. This might be due to the immediate context, repetitiveness, whether the behaviour was witnessed by an adult or other children etc.

Guide to Behaviour Escalation

Rationale:

Good behaviour in schools is central to a good education. Effective Behaviour Management forms part of the Teacher Standards. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

The consistent and fair implementation of the measures outlined in Wansdyke's 'Promoting Positive Relationships' behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment that allows all pupils to learn in an environment that is calm, safe, and supportive and where they are treated with dignity.

The Role of the Senior Leadership Team:

The aim of the school leadership team is to be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Role of Staff:

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

If pupils have a period of time away from the classroom, it is essential that Class Teachers welcome the pupils back positively and with a clear plan of provision in place to support the transition back to learning.

Responding to Behaviour:

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour.

When a member of school staff becomes aware of undesirable behaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

Staff will use the script in Appendices 1 (learning) and 2 (play) at all times.

Mobile phones and smart devices

In line with the Children's Wellbeing and Schools Act 2026 and the DfE's statutory guidance on mobile phones in schools, Wansdyke Primary School operates a phone-free school day.

Expectations

Pupils must not have access to mobile phones or other personal smart devices during the school day, including lessons, transitions, breaktimes and lunchtime. Only pupils in Years 5 and 6 who walk independently to and from school may bring a mobile phone to school. On arrival, the phone must be switched off and handed to the school office for secure storage. It will be returned at the end of the school day.

Pupils must not access or use a mobile phone or smart device on the school site during the school day unless this has been specifically authorised by a member of staff in accordance with an agreed exception or adjustment.

Smart watches and other devices

Smart watches and other personal devices capable of communication, internet access, photography, video or audio recording are subject to the same expectations as mobile phones. If brought to school, they must be switched off and handed to the school office on arrival, unless an individually agreed exception or reasonable adjustment applies. The school will communicate these expectations clearly to pupils, parents/carers and staff and will reinforce them routinely, including at the start of each academic year and whenever the policy is updated.

Exceptions and reasonable adjustments

The school will make reasonable adjustments where required by law and may agree an individual exception in other exceptional circumstances, for example where a pupil has a medical, disability-related or significant individual need. Any exception will be agreed by the Headteacher or delegated senior leader, recorded clearly and communicated to relevant staff. Exceptions will be specific to the pupil and should not undermine the school's phone-free approach.

Unauthorised use

A device used or retained by a pupil contrary to these expectations may be confiscated and taken to the school office. Any sanction will be proportionate and applied in line with the Behaviour/Promoting Positive Relationships Policy, taking account of individual circumstances and SEND. Repeated breaches will be discussed with parents/carers. Where misuse raises a safeguarding concern, staff will follow the school's safeguarding procedures.

Responsibility

Mobile phones and smart devices are brought to school at the family's own risk. The school cannot accept responsibility for loss, theft or damage to devices brought onto the school site, except where liability arises under law.

This approach helps reduce distraction and online harm, supports positive social interaction, and maintains a safe, calm and focused learning environment.

Physical Contact and Restrictive Interventions

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

In recognition of this, under agreed and supervised conditions, staff will consider using safe touch as one of the means available to them for:

• Calming or comforting an upset child

• Affirm or encourage an anxious child or a child with low self-esteem.

The Children Act 1989 makes it clear that the paramount consideration in any decision should be in the best interest of the child concerned. Paramount in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not. This information will be contained in a child's individual plans and risk assessments held by the school. Staff receive appropriate guidance and training in prevention and de-escalation, and some staff have additional Team Teach training. Any physical intervention must be lawful, necessary, reasonable and proportionate, and staff should use the least restrictive response appropriate to the circumstances.

Restrictive interventions, including reasonable force, will only be used in accordance with current Department for Education guidance, the school's safeguarding arrangements and any relevant individual plans or risk assessments. Staff should prioritise prevention and de-escalation wherever possible and consider the pupil's age, SEND, disability, medical needs, communication needs and known vulnerabilities.

Significant incidents involving the use of force and incidents of seclusion will be recorded and reported to parents/carers in accordance with statutory requirements. Any incident that raises a safeguarding concern will also be reported promptly to the DSL/deputy DSL and managed through safeguarding procedures.

Children with SEND

As with all our policies and practice, we are mindful that children with SEND will need additional support with their behaviour. We praise them for their efforts in learning, play and conduct and we support them with managing their consequences too. It is vital that children with SEND understand what is and is not safe in school, and what is acceptable in terms of behaviour in the classroom.

Support for a child with SEND could involve:

- Giving rewards in a way which doesn't overwhelm them
- Giving additional verbal support to make the right choice
- Giving sanctions or reflection time in a different room to others
- Sanctions being given the next day to allow de-escalation and processing time
- Use of social stories to support behaviour
- Use of non-verbal cues or printed words and pictures to support understanding of emotions or behaviours

The reflection zone

This will be normally be in Cedar Classroom at lunchtime. If a child spends time reflecting here, a message will be sent via My Child At School informing parents or carers, with a very brief summary of the incident so there can be a follow-up conversation at home. The reflection Zone will be a calm, quiet space staffed by members of the SLT where children can discuss what happened and consider how to avoid it happening again. It will also be used at lunchtimes where a child is not following the playtime rules. Parents will be informed via email if their child has spent time in the Reflection Zone. Unless they are asked to meet school staff, or there is a telephone call by school staff, there will be no further action needed, however we would ask that parents and carers who receive a notification have a follow-up conversation with their child to support better behaviour choices in the future.

Involving parents and carers

We are extremely appreciative of support for good behaviour from parents and carers. We will continue to work in partnership and find opportunities to share successes. We ask that parents greet their child at the end of the day and ask them, "Tell me one good thing that happened today". This will open up a conversation about the positives and help children focus on the positives.

Parents and carers will receive information about the following:

- Access to Class Dojo to see how many dojos (house points) their child has earned (via Class Dojos App)
- Invitations to Friday's Celebration Assembly if their child receives a certificate or medal (Via telephone)
- Regular chances to come into school to share termly learning (Via See Saw and MCAS – My Child At School)
- A message from the office via MCAS (My Child At School) if a child has spent time in the Reflection Zone
- A phone call from a senior Leader if behaviour reaches the 'Guided Refocus' stage (stage 5)
- A phone call if a child has inflicted harmful physical behaviour on another, or of they are the victim of this (see Appendix 3)
- A letter if a child has displayed Category 4 or 5 Harmful Physical behaviour (see Appendix 3)

For behaviour within the Recognise (R1), Reminder (R2), Reinforce (R3) stage (See Appendices 1 and 2), parents and carers will not be informed and the school will deal with this internally. However, parents and carers can always speak to the teacher at the end of the day if they would like further information. This will not be possible at the start of the school day when teachers are welcoming children into school and settling them for the school day.

We expect parents to help us to reinforce good behaviour at school and also to respect that we have supported and investigated any case of extreme behaviour in line with this policy and our child on child abuse policy. If you are concerned that this has not happened, please ask to speak to the class teacher in the first instance.

Appendix 1

<table>
<tr><td>Stage</td><td colspan="2">What do we do?

Teaching Assistants move around the classroom at all times when teacher is giving input</td></tr>
<tr><td rowspan="2">R1

Recognise

We recognise that behaviour is a form of communication, and we are offering support to try and understand what the learner needs</td><td colspan="2"><u>Proximal Praise</u>

Adults will praise learners who are making positive choices which serves as a reminder of the behaviour expectations for everyone</td></tr>
<tr><td><u>Offer support to understand</u>

Hear and understand their needs

Provide some support as appropriate

Provide take-up time</td><td><u>Suggested wording:</u>

• I am wondering how I can help?
• I imagine that you might need something to get started.
➢ I am wondering if there is something I can help you with?</td></tr>
<tr><td>R2

Reminder

The child has not changed their behaviour

Take the initiative to keep things at this stage</td><td><u>Give a quiet reminder</u>

➢ Provide take-up time (approx. 2 minutes)
➢ Remind of responsibilities
➢ De-escalate and decelerate where reasonable and possible

Praise will be given when the learner is able to model good behaviour as a result of the reminder (thank you for listening)</td><td><u>Suggested Wording:</u>

• I notice that you might need a reminder to respect your right to be safe.
• I imagine that sitting safely on your chair will help you with that.</td></tr>
<tr><td rowspan="2">R3

Reinforce

If the learner has still not followed the adult direction</td><td><u>Reinforce the instruction – be direct</u>

Be clear on what needs to happen

Walk away and provide take-up time (approx. 2 mins)</td><td><u>Suggested Wording:</u>

• I notice that you are wandering around.
• I imagine you remember how it felt when you completed that amazing writing yesterday.
• I am wondering if you can complete your learning right now.</td></tr>
<tr><td><u>Give 2 clear choices</u>

For some learner they may need to be given an element of control so offer 2 choices that result in the same outcome but enables them to feel like they have some choice</td><td><u>Suggested Wording:</u>

➢ I notice that you are wandering around.
➢ I imagine you remember how it felt when you completed that amazing writing yesterday.
➢ I am wondering whether you will choose to complete your learning with me, at this table, or with the adult supporting today.
➢ I am wondering if you could complete your learning in the safe space … or ….
➢ I imagine that when I come back in one minute, you'll be ready to tell me what you have chosen.
•</td></tr>
</table>

<table>
<tr><td rowspan="2">R4

Refocus

The learner has not changed their behaviour and needs time away from the space to regulate

The aim is to get them back into learning as quickly as possible

15 minutes reflection Zone at 12pm

Parent/ carer informed</td><td><u>Direct learner to a refocus space</u>

Refocus will be a short time (5 minutes max) away from the current space/ activity. This may be:

• Another learning breakout space
• Learning Mentor’s office
• The nest (with an adult)
• It may be appropriate to take a learning tool/ sensory resource</td><td><u>Suggested Wording:</u>

It looks like we need some time to calm and refocus

Please go to xxx space to refocus

I notice that it looks like we need some time to calm and refocus lets go to … to refocus.</td></tr>
<tr><td><u>Direct learner to choose a refocus space</u>

Give 2 options that you are happy with</td><td><u>Suggested Wording:</u>

It looks like we need some time to calm and refocus

You can choose to refocus in xxx or xxx

I am wondering whether you would like to refocus in ___ or in __. .</td></tr>
<tr><td rowspan="2">R5

Guided Refocus

If learner still does not respond to the adult’s direction to move to a refocus space, the learning Mentor, or if unavailable a member of the Senior Leadership Team (SLT) will be called to support

30 minutes in reflection zone (unless suspended)

Parent/ Carer informed</td><td>The Learning Mentor/ SLT member will calmly reiterate the instructions and make it clear that the learner must now refocus. The learner is not offered a choice to remain in the current space, instead, they are given a clear directive</td><td><u>Suggested Wording:</u>

• I am wondering if you need to move to the refocus room now.
• I imagine that if you are not ready to do that, you will need to refocus in (Learning Mentor / SLT room)

You need to move to (adult chosen) zone now. If you are not ready to do that you will need to refocus in the (Learning Mentor / SLT member’s room)</td></tr>
<tr><td colspan="2"><u>If a learner does not follow the SLT member’s instruction to re-focus:</u>

Phone call to family so that the family can reinforce the importance of following instructions

If unsuccessful (eg learner refuses to go to the phone) – family are asked to come into school to support this in person</td></tr>
</table>

Appendix 2

Playtime script – to be used by all staff on duty at break and lunch play

<table>
<tr><td>Stage</td><td colspan="2">What do we do?

All staff on duty move around the area at all times using this script</td></tr>
<tr><td rowspan="2">R1

Recognise

We recognise that behaviour is a form of communication, and we are offering support to try and understand what the child needs</td><td colspan="2"><u>Proximal Praise</u>

Adults will praise children who are making positive play choices which serves as a reminder of the behaviour expectations for everyone. They can give Dojos, stickers and 6Cs signatures.</td></tr>
<tr><td><u>Offer support to understand</u>

Hear and understand their needs

Provide some support as appropriate

Provide take-up time</td><td><u>Suggested wording:</u>

• I am wondering how I can help?
• I imagine that you might need something to get started.
• I am wondering if there is something I can help you with?</td></tr>
<tr><td>R2

Reminder

The child has not changed their behaviour

Take the initiative to keep things at this stage</td><td><u>Give a quiet reminder</u>

• Provide take-up time (approx. 2 minutes)
• Remind of responsibilities
• De-escalate and decelerate where reasonable and possible

Praise will be given when the child is able to model good behaviour as a result of the reminder (thank you for listening)</td><td><u>Suggested Wording:</u>

• I notice that you might need a reminder to respect your right to be safe.
• I imagine that sitting safely on your chair will help you with that.</td></tr>
<tr><td rowspan="2">R3

Reinforce

If the child has still not followed the adult direction</td><td><u>Reinforce the instruction – be direct</u>

Be clear on what needs to happen

Walk away and provide take-up time (approx. 2 mins)</td><td><u>Suggested Wording:</u>

• I notice that you are wandering around.
• I imagine you remember how it felt when you completed that amazing writing yesterday.
• I am wondering if you can complete your learning right now.</td></tr>
<tr><td><u>Give 2 clear choices</u>

For some child they may need to be given an element of control so offer 2 choices that result in the same outcome but enables them to feel like they have some choice</td><td><u>Suggested Wording:</u>

➢ I notice that you are wandering around.
➢ I imagine you remember how it felt when you completed that amazing writing yesterday.
➢ I am wondering whether you will choose to complete your learning with me, at this table, or with the adult supporting today.
➢ I am wondering if you could complete your learning in the safe space … or ….
➢ I imagine that when I come back in one minute, you'll be ready to tell me what you have chosen.</td></tr>
<tr><td>R4

Refocus</td><td><u>Direct child to a refocus space</u>

Refocus will be a short time (5 minutes max) away from the current space/ activity. This may be:

• Another play zone
• Another activity
• A play activity with an adult
• Quite watching time</td><td><u>Suggested Wording:</u>

It looks like we need some time to calm and refocus

Please go to xxx space to refocus

• I notice that it looks like we need some time to calm and refocus lets go to … to refocus.</td></tr>
</table>

<table>
<tr><td rowspan="2">The child has not changed their behaviour and needs time away from the space to regulate

The aim is to get them back into safe play as quickly as possible</td><td>Walk with an adult for 5 mins
Reflection zone (Cedar, lunchtime only)</td><td></td></tr>
<tr><td><u>Direct child to choose a refocus space</u>

Give 2 options that you are happy with</td><td><u>Suggested Wording:</u>

It looks like we need some time to calm and refocus

You can choose to refocus in xxx or xxx

I am wondering whether you would like to refocus in ___ or in __. .</td></tr>
<tr><td>15 minutes reflection Zone from 12pm

Parent/ carer informed</td><td></td><td></td></tr>
<tr><td rowspan="2">Guided Refocus

If child still does not respond to the adult’s direction to move to a refocus space, the learning Mentor, or if unavailable a member of the Senior Leadership Team (SLT) will be called to support</td><td>The Learning Mentor/ SLT member will calmly reiterate the instructions and make it clear that the child must now refocus. The child is not offered a choice to remain in the current space, instead, they are given a clear directive</td><td><u>Suggested Wording:</u>

I am wondering if you need to move to the refocus room now.
I imagine that if you are not ready to do that, you will need to refocus in (Learning Mentor / SLT room)
You need to move to (adult chosen) zone now. If you are not ready to do that you will need to refocus in the (Learning Mentor / SLT member’s room)</td></tr>
<tr><td colspan="2"><u>If a child does not follow the SLT member’s instruction to re-focus:</u>

Phone call to family so that the family can reinforce the importance of following instructions

If unsuccessful (eg child refuses to go to the phone) – family are asked to come into school to support this in person</td></tr>
<tr><td>30 minutes in reflection zone (unless suspended)

Parent/ carer informed</td><td></td><td></td></tr>
</table>

Appendix 3

Child on child – physical definitions and sanctions – to be referred to in every incidence of physicality

Definitions	**Category 1** Low-Level Physical Contact	**Category 2** Disruptive Physical Behaviour	**Category 3** Aggressive Physical Behaviour	**Category 4** Harmful Physical Behaviour	**Category 5** Serious Physical Harm / Safeguarding Concern
Play and games	• Consensual play fighting or rough play	• Consensual play fighting escalating into injuries • Rough physical play during sporting games	• Repeated consensual play fighting (with or without injuries) • Targeted rough physical play during sporting games leading injuries • Unsporting behaviours that result in pushing and causes harm		
Unsafe behaviour	• Throwing objects without intent to hurt (no contact made) • Light pushing (e.g., queue pushing) or accidental pushing • Poking others or light tapping • Unsafe behaviour resulting in accidental harm • Accidental bumps during play • Not respecting body boundaries	• Throwing objects without intent to hurt (contact made but no injury) • Throwing objects with intent to annoy • Repeated pushing in a line • Grabbing objects from others (snatching)	• Throwing objects (through poor choice) that causes injury		
Serious physical harm			using a body part (e.g., elbow, foot) with light force • Intentional slapping in the face with light force • Spitting in someone's direction • Biting that leaves a mark – does not break skin • Physical intimidation (e.g., squaring up) • Throwing objects with intent to harm and/or threaten (with or without injury)	• Intentional punching, slapping, kicking with force (below the head) • Spitting in face • Biting that leads to broken skin (requires medical professional advice) • Pinning or restraining • Hands round neck without force • Throwing objects with intent to harm and/or threaten that causes serious injury	• Intentional punching, slapping, kicking with force (head/face contact, with/without injury) • Physical attack causing significant injury (e.g., broken bone, concussion) • Use of objects as weapons to hurt • Group attack • Strangling or choking • Any act requiring medical intervention • Physical harm motivated by hate or prejudice (including revenge)
	Could result in reflection zone, if repeated (see next page)			Reflection Zone – whole of lunchtime if not suspended Parent/ carer informed Category 5 incidents CPOMS and brought promptly to the DSL/deputy DSL for safeguarding consideration.	

		Serious discriminatory, sexualised, weapon-related or other behaviour that may indicate a safeguarding concern must be escalated in the same way and must be recorded.

Consequences for physical behaviours

<table>
<tr><td colspan="6">Child on child physical</td></tr>
<tr><td></td><td>Category 1</td><td>Category 2</td><td>Category 3</td><td>Category 4</td><td>Category 5</td></tr>
<tr><td></td><td>Low-level physical contact</td><td>Disruptive physical behaviour</td><td>Aggressive physical behaviour</td><td>Harmful physical behaviour</td><td>Serious physical harm/ safeguarding concern</td></tr>
<tr><td rowspan="3">Sanctions</td><td></td><td></td><td>Phone call or meeting with family</td><td colspan="2">Formal letter to family</td></tr>
<tr><td>Follow 5 R process</td><td>Depending on severity and historical patterns, the following may be applied:
• Re-focus during break time or Reflection Zone (minimum 1 day)</td><td>Depending on severity and historical patterns, the following may be applied:
• Re-focus during break time or Reflection Zone (minimum 1 day)
• On-site re-focus – minimum of 1 half day</td><td colspan="2">Depending on severity and historical patterns, the following may be applied:
• On-site re-focus – Reflection Zone whole of lunchtime
• On-site refocus – half a day internal removal
• On-site re-focus – full day internal removal
• One full day suspension
• Suspension (multiple days)
• Permanent exclusion</td></tr>
<tr><td></td><td>All sanctions followed by a restorative conversation</td><td>All sanctions followed by a restorative conversation</td><td colspan="2">Reflection Zone – whole of lunchtime if not suspended</td></tr>
</table>

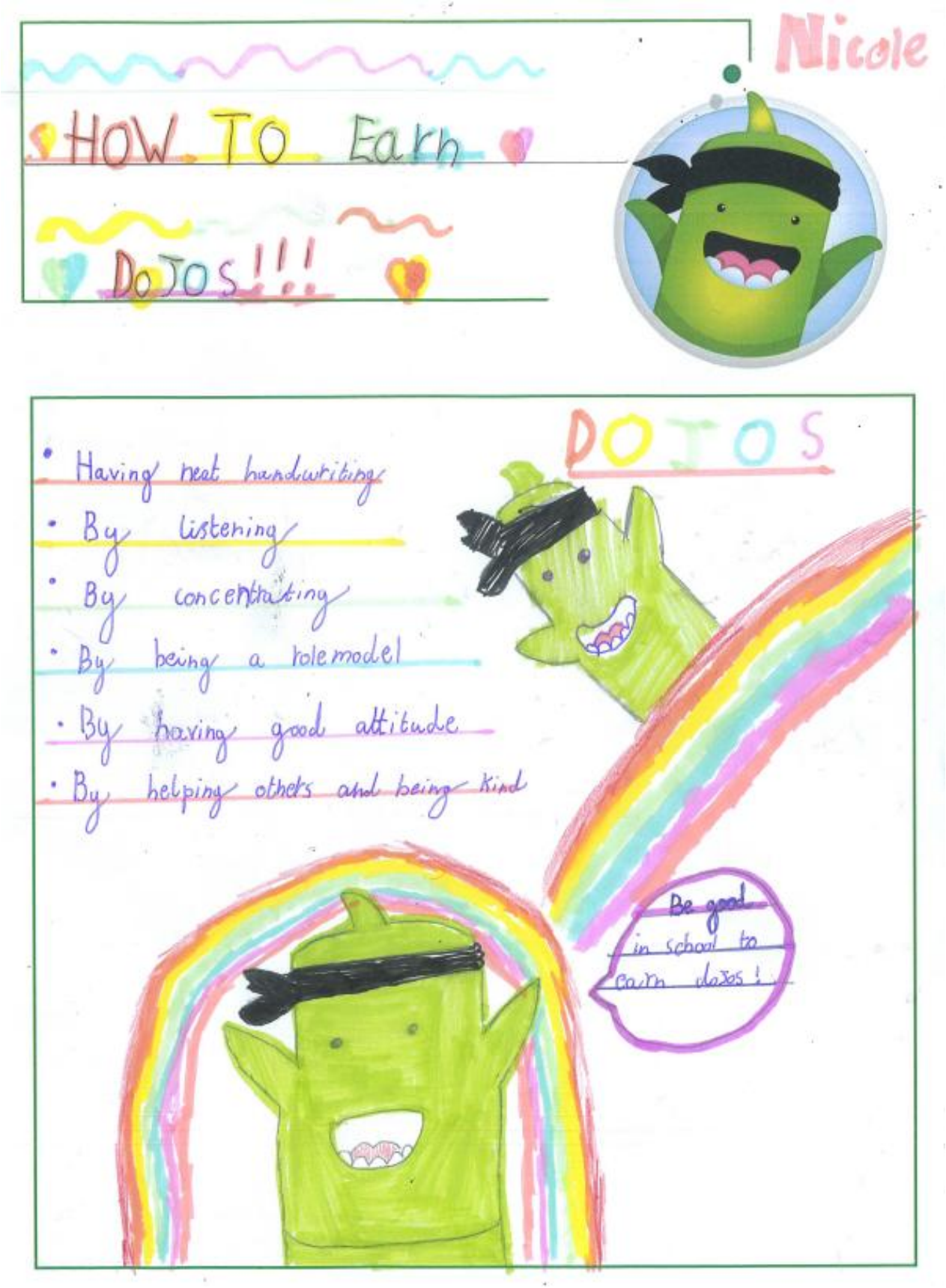
Appendix 4 – Behaviour types

Low level behaviour If repeated within R4-5 will result in reflection zone	Serious behaviour (log on CPOMS) R4-5, Reflection Zone consequence every time
• Swinging on chairs despite reminders to stop • Wearing inappropriate clothing in school despite being reminded, e.g. hats inside • Wandering around the classroom • Irritating noises • Chewing gum, eating sweets or crisps • Inappropriate fidgeting/rummaging • Dropping litter • Calling out or shouting • Persistently bringing in toys to school without permission • Talking over or interrupting others in class despite reminders • Play fighting • Talking in assembly • Not doing as asked first time • Not supporting team activities in the classroom, e.g. tidy up time despite being asked • Making fun of another child's work or efforts • Telling lies • Interfering with another person's property or taking things • Purposeful antisocial, crude behaviour (passing wind, spitting not directly at somebody, belching) • Name calling • Responding abruptly or rudely towards requests from adults • Swearing as part of general conversation	• Refusal to follow important safety instructions including running out of class/school (could be L4+ if on school trip and/or it puts someone else in danger) • Writing graffiti or defacing walls, desks, books or work • Answering back or arguing with an adult • Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) • Swearing at another person • Making inappropriate comments related to gender, sexual orientation or appearance • Making insulting remarks about another person's family members • Disruptive behaviour including inciting disruptive behaviour of others • Threatening or intimidating behaviour • Vandalism of school site • Age-inappropriate sexualised touching of self to cause offence or embarrassment to others • Stealing (a serious case may lead to Level 5) • Stone-throwing • Refusing to go to the HT or designated person • Spitting at/on someone • Bullying (repeated and persistent, threatening, intimidating or harming behaviour) • Racist, homophobic or discriminatory behaviour (if the behaviour is with intent)

• Not engaging in their work or having a poor attitude to learning • Dangerous play • Unsafe behaviour in the corridors and around the site, e.g. running • Unhelpful, uncooperative behaviour, e.g. being obstructive in activities • Poking, pushing, pinching or prodding • Misuse of toilets and wash areas	• Age-inappropriate sexualised touching of others • Physically violent behaviour (fights or attacks on others) including biting

Appendix 5

How to get a House Point/ Dojo (to be displayed in the classroom)



Thank you to Nicole in Mighty Oaks for this excellent design!

Policy Links

This Promoting Positive Relationships Policy, including its Anti-Bullying section, links to the following other policies and procedures:

- Anti-Bullying section within this policy
- Child on child abuse policy
- Futura Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive Handling policy
- E-safety policy
- Futura Exclusions Policy

Wansdyke Primary School

Anti-Bullying Policy

1. Rationale and principles

At Wansdyke Primary School we are committed to providing a caring, friendly and safe environment where pupils can learn and participate in all aspects of school life. The school ethos is based firmly on the belief that everybody has the right to be treated with respect and bullying of any kind is unacceptable.

We acknowledge that bullying can seriously affect a child's self-esteem and can affect their attitude and behaviour in school or at home. The effects of bullying can be traumatic, extreme and long-lasting and must not be underestimated; it can create intense feelings of distress, loneliness, hurt and despair.

If children are to understand that bullying is wrong and to have the confidence to say no to bullying, they need to be able to empathise with others, form positive relationships and understand how to deal with conflict. They should understand that they have rights, but also responsibilities towards themselves and others.

All pupils are strongly encouraged to tell an adult as soon as possible after any incident which has upset them. Wansdyke staff will respond promptly and effectively to reported concerns, record subsequent conversations and actions, and communicate openly with parents/carers where appropriate.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour/Promoting Positive Relationships Policy, Online Safety Policy, PSHE/RSE provision and relevant Futura Learning Partnership policies.

2. Equality and inclusion

In line with the Equality Act 2010, it is essential that our school:

- eliminates unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- advances equality of opportunity between people who share a protected characteristic and those who do not; and
- fosters good relations between people who share a protected characteristic and those who do not.

We will challenge prejudice-based and discriminatory bullying, including behaviour related to race, religion or belief, disability or SEND, sex, sexual orientation, gender reassignment, pregnancy or maternity, or where a pupil is perceived to have a particular characteristic. Sexist and misogynistic language or behaviour will be challenged early and consistently.

We recognise that some pupils may be more vulnerable to bullying or may find it harder to report what is happening, including pupils with SEND or SEMH needs and pupils who are, or are perceived to be, LGBTQ+. Staff will use professional curiosity and make reasonable adjustments to reporting and support arrangements where needed.

3. What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children. We are committed to helping pupils develop empathy and the skills to manage relationships peacefully and without harm.

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying is deliberate and repeated verbal, emotional, online or physical harm by an individual or group. It may include intimidation, threats, extortion, spitefulness, name calling, deliberate exclusion or violence. What may not feel like bullying to one person may deeply distress another.

A one-off disagreement, friendship difficulty or conflict is not automatically bullying. However, any behaviour that causes harm or concern will still be addressed. A serious single incident may also require immediate behaviour and/or safeguarding action even where it does not meet the definition of bullying.

4. Forms of bullying

Bullying can take many forms, including but not limited to:

- Emotional/relational: unfriendly behaviour, deliberate exclusion, tormenting, threatening, spreading rumours, manipulating friendships or "ganging up".
- Verbal: name calling, sarcasm, insults, threats, teasing or offensive remarks.
- Physical: pushing, kicking, hitting, punching, damaging belongings or other use of physical force.
- Prejudice-based/discriminatory: racist, religious, sexist, misogynistic, homophobic, biphobic, transphobic or disablist bullying, and bullying connected to a protected characteristic or perceived difference.
- Online/cyber: harm through messaging, social media, group chats, gaming, images or videos, impersonation, exclusion, threats, sharing content, or other digital technology.

Online bullying may take place outside the school day or away from the school site. Where it affects pupils' wellbeing, relationships, safety or the orderly running of the school, the school will respond in line with its behaviour, safeguarding and online safety procedures.

5. Bullying and safeguarding

Bullying can be a safeguarding issue. Staff must consider whether behaviour may constitute child-on-child abuse or indicate that a child is suffering, or is at risk of, harm. Concerns must be reported to the Designated Safeguarding Lead (DSL) or a deputy in line with the school's Child Protection and Safeguarding Policy.

Particular care will be taken where behaviour involves harmful sexual behaviour, sexual harassment or sexual violence; misogynistic behaviour; serious physical violence; threats or use of weapons; criminal or sexual exploitation; coercion; hate-related behaviour; or repeated online abuse. These concerns will not be treated as "just bullying".

The school will consider the needs and safety of all children involved. A child displaying harmful behaviour may also have unmet needs or be experiencing harm, and this will be considered alongside appropriate consequences and protective action.

6. Signs that a pupil may be experiencing bullying

A child may indicate through signs or behaviour that they are being bullied. Adults should be alert if a child:

- is frightened of walking to or from school;
- begins avoiding school or has increased absence;
- becomes withdrawn, anxious or lacking in confidence;
- feels ill in the morning;
- begins to underperform in school work;
- has possessions go missing or become damaged;
- asks for money or starts taking money;
- is frightened to say what is wrong;
- shows a significant change in mood, friendships, behaviour or use of technology.

This is not a definitive list. These behaviours may indicate other difficulties, but bullying should be considered and concerns investigated promptly.

7. Reporting bullying

Pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils understand that they have a right to feel and be safe and a responsibility to help others feel and be safe.

Children are taught to tell a trusted adult if bullying is taking place inside or outside school. Parents/carers are encouraged to report concerns to the class teacher in the first instance, unless the concern is urgent, serious or safeguarding-related, in which case it may be raised directly with a member of the safeguarding or senior leadership team.

Ways of reporting include:

- speaking to a member of staff in person;
- contacting the school by telephone or email and asking to speak to the child's teacher;
- using the Learning Mentor's Chatter Box if a pupil does not feel confident speaking directly to an adult;
- speaking directly to the DSL/deputy DSL where there is a safeguarding concern.

When pupils report concerns, staff will listen carefully, take them seriously and avoid promising confidentiality. Where the information suggests a safeguarding concern, staff will follow safeguarding reporting procedures immediately.

8. How the school responds

All reported incidents will be taken seriously and considered on their individual circumstances.

Stage	What we will do
1. Listen	Listen carefully to the pupil or person reporting the concern and establish immediate safety needs.
2. Record	Make clear, factual records on CPOMS, including actions and relevant follow-up.
3. Safeguard	Consider immediately whether the concern meets a safeguarding threshold and refer to the DSL/deputy DSL where appropriate.
4. Investigate	Gather information from relevant parties fairly and proportionately. Staff will not conduct a safeguarding investigation themselves where this should be led by the DSL, social care or police.
5. Respond	Use an appropriate combination of protective action, support, restorative or relational work, consequences, targeted teaching, risk assessment/safety planning and referrals.
6. Inform	Communicate with parents/carers where appropriate, taking account of safeguarding, confidentiality and the welfare of children involved.
7. Monitor and review	Follow up with the pupils involved and review whether the bullying has stopped and whether further action is required.

Consequences will be proportionate, consistent and in line with the school's Behaviour/Promoting Positive Relationships Policy. In serious or persistent cases, suspension or permanent exclusion may be considered in line with statutory guidance and Trust procedures, as a last resort where appropriate.

9. Supporting pupils

Pupils who experience bullying

- will be listened to and reassured that their concern has been taken seriously;

- will be involved, as far as appropriate, in decisions about support and next steps;
- will have their safety and wellbeing considered, including whether a risk assessment or safety plan is needed;
- will be monitored after the initial response so that the school can check that the behaviour has stopped and support remains effective.

Pupils who display bullying behaviour

The school will make clear that bullying must stop and will apply proportionate consequences. We will also seek to understand what is driving the behaviour and provide appropriate support or intervention so that the pupil can change their behaviour and develop healthier relationships.

Where behaviour may indicate that the pupil is themselves vulnerable, experiencing abuse, exploitation or unmet need, the school will consider safeguarding and early help alongside behaviour action.

10. Working with parents/carers

We encourage parents/carers to report concerns to the class teacher as soon as they become aware of an incident, or as close to the time of the incident as possible, as this supports effective investigation.

We ask parents/carers to:

- allow the school reasonable time to investigate reported incidents fully;
- be clear about what they would like to be different for their child following the concern;
- support the school in implementing agreed actions and helping their child understand what has been done and why;
- respect the privacy and rights of all children by not discussing sensitive incidents widely in person, in group chats or on social media;
- use the Trust complaints procedure if they remain dissatisfied with the school's handling of a concern after the school has had an opportunity to address it.

11. Preventing bullying

Preventing bullying is the responsibility of the whole school community. We aim to build a culture where difference is respected, pupils feel safe to speak up and harmful behaviour is challenged early.

- involving pupils in developing and reviewing anti-bullying approaches, including a pupil-friendly version of this policy;
- using assemblies, PSHE/RSE, class discussion and curriculum opportunities to distinguish between relational conflict and bullying;
- building empathy, social skills, emotional literacy and respectful relationships;
- teaching online safety, respectful digital behaviour and how to report harmful content or communication;
- challenging prejudicial, discriminatory, sexist and misogynistic language or behaviour consistently;
- providing targeted work for individuals or groups where needed, including support from the Learning Mentor/ELSA and external agencies;
- ensuring playground and lunchtime staff understand the policy and are able to identify and respond to bullying;
- using Anti-Bullying Week and other appropriate whole-school opportunities to reinforce key messages;
- reviewing patterns and trends in recorded incidents and using pupil voice to inform action.

12. Recording, monitoring and review

All discussions, meetings and actions relating to bullying concerns will be recorded appropriately on CPOMS. The school will monitor incidents for patterns or trends that may require further action.

Pupils will be given opportunities to share how safe and happy they feel through pupil voice, questionnaires, School Council and other appropriate routes. Trends relating to prejudice-based incidents, online bullying, vulnerable groups or repeated concerns will inform staff training, curriculum work and preventative action.

This policy will be reviewed annually and updated sooner where legislation, statutory guidance, safeguarding expectations or school practice changes.

13. Roles and responsibilities

The Headteacher and senior leaders are responsible for ensuring that this policy is implemented consistently, that staff understand their responsibilities and that behaviour and safeguarding procedures are aligned.

All staff are responsible for challenging bullying, recording and reporting concerns appropriately, following safeguarding procedures and modelling respectful behaviour.

The DSL/deputy DSL will advise where bullying concerns overlap with safeguarding, coordinate safeguarding action where required and ensure referrals are made where appropriate.

The Local Governing Committee will support and challenge leaders in maintaining an effective approach to preventing and responding to bullying.

14. Related policies and guidance

- Wansdyke Primary School / Futura Learning Partnership Child Protection and Safeguarding Policy
- Promoting Positive Relationships section within this policy
- Online Safety Policy and acceptable use arrangements
- PSHE and RSE policy/curriculum
- Futura Learning Partnership Complaints Procedure
- Department for Education: Keeping Children Safe in Education 2026 (statutory guidance)
- Department for Education: Mobile phones in schools (statutory guidance; schools to follow from 1 September 2026)
- Department for Education: Preventing and tackling bullying (guidance)
- Department for Education: Behaviour in schools (guidance)
- Department for Education: Restrictive interventions, including the use of reasonable force, in schools (guidance effective from 1 April 2026)
- Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance)
- Equality Act 2010
- Children’s Wellbeing and Schools Act 2026

Wansdyke Anti bullying Policy – Pupil Version

Our values and beliefs

Everyone has the right to feel happy and safe at school and therefore bullying is unacceptable.

Pupils who feel they are being bullied will be supported.

What is bullying?

Several **T**imes **O**n **P**urpose.

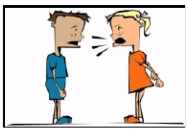
Bullying is intentional (not an accident), a bully hurts someone on purpose. Bullying is repetitive. This means that the bully hurts someone over and over again, it isn't an incident that happens only once. Bullying can be by one person or a by a group of people.

Here are the main types of bullying:

- Physical: e.g. being rough, kicking, hitting and damaging belongings (clothes , glasses, pencil case, rubbers etc.)



- Verbal: e.g. name calling, threats and making offensive remarks.



- Indirect: e.g. spreading nasty stories about someone, gossiping and leaving someone out from social groups like



games.

- Cyber: sending nasty emails, texts , making nasty phone calls or using social networking sites inappropriately.



How do we prevent bullying?

Our school behaviour policy helps to promote positive behaviour in school to create an environment where everyone behaves well and supports each other.

During P.S.H.E and circle time children learn about the consequences of bullying and what to do if they experience bullying.

Our school takes part in the national anti-bullying week every year to remind children that bullying is not acceptable . The school council discuss ways in which they can support anti-bullying work in school.

What happens if someone is being bullied?

Children who are being bullied or see bullying happening should tell their teacher or an adult that they trust. Likewise, you should tell an adult about any behaviour which upsets you.

Class Anti Bullying Agreement

Our responsibilities are:

- To act in a respectful and supportive way towards one another.
- Tell someone if you feel you are being bullied or have seen someone being bullied.
- Support each other and ask for help to make sure that everyone feels safe, and nobody feels left out.

Signed: