

Witley C of E Infant School

Learn, love and flourish together

Behaviour and Anti-bullying Policy

(including pupil use of mobile phones and smart technology)

Status of document	
Document type	Statutory
Date last reviewed	September 2025
Date reviewed	April 2026
Reviewed by	Headteacher
Date next review	Summer 2027
Review cycle	Annual
Available on website	Yes
Approval level	Governors

Overview

At Witley C of E infant School we expect every member of our school community to behave in a caring and considerate way towards others which is echoed in our motto *'learn, love and flourish together'*.

Our Behaviour and Anti-bullying Policy should be read in conjunction with our Safeguarding and Child Protection Policy.

Behaviour for Learning at Witley C of E Infant School

Jesus told us to love one another and we do this in our commitment to creating a respectful and safe environment where everyone is ready to learn.

Sometimes there are occasions when pupils need help to build a positive attitude to learning and our behaviour policy sets out how we can achieve our vision of all learning, loving and flourishing together.

To support positive behaviour and a 'ready to learn' attitude we use our 'Ready to Learn' Behaviour Blocks system which is consistently and explicitly taught and referred to in class. (see Appendix 1)

School rules will be displayed around the school and staff will refer to them when promoting positive behaviour.

Building Self-awareness

Helping our pupils understand how they are feeling and helping them regulate their own emotions supports them in taking ownership of their own wellbeing and learning as well the learning, wellbeing and safety of their friends. At Witley C of E Infant School we expect our pupils to use our Behaviour Blocks to help create a respectful and safe environment where everyone is ready to learn.

Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We treat all children fairly and apply this behaviour policy in a positive and consistent way. We place our emphasis on recognising positive behaviour. In other words, we catch the children being good and we give lots of positive reinforcement.

Aims

- To ensure a safe, happy, caring school where every member of the school community feels valued and respected
- To ensure our school reflects our diverse world, promoting equity and inclusivity
- To be considerate of others and develop a sense of responsibility for one's own actions
- To recognise good behaviour through positive reinforcement
- To respect and value our personal and other's property
- To respect others' family values and embracing personal differences and opinions
- To acknowledge and respect other cultures and faiths
- To ensure a whole school consistent approach to behaviour and anti-bullying
- To ensure each person is treated fairly
- To allow everyone to work together in an effective and positive way
- To help children become positive, responsible and increasingly independent members of the school and the wider community
- To prevent incidents of bullying by developing a school ethos in which bullying is regarded as unacceptable and challenged

To promote positive behaviour, we agree our School rules (see Appendix 2):

- **Be r**eady to learn
- Be respectful to others and our environment
- Be safe

Our Christian School values promote a positive atmosphere where each child and adult have the opportunity to flourish. We have 6 values, with each one a focus for each half term.

friendship respect joy resilience trust confidence

Positive recognition

Our school acknowledges the efforts and achievements of all children, both in and out of school. Staff praise and reward children for good behaviour in a variety of ways:

- Praising children in recognition of their attitude to learning and positive behaviour
- Recognising positive behaviour using the recognition rainbow in class
- Positive marking using the pink pen to build on success and encourage children to feel pride
- Each class promotes children's self-esteem by allocating classroom responsibilities
- Sharing individual success with others, e.g. the class, their previous teacher, the Headteacher, parents
- Gold Book Certificates are awarded weekly in our celebration assembly (2 per class) for a ready to learn attitude and displaying a school value.
- Headteacher award

Sanctions

To help children come to terms with and understand inappropriate, disruptive or anti-social behaviour i.e. kicking, teasing, racist or derogatory language we use a system akin to restorative approach. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right. Disruptive or unkind behaviour has a huge impact on others' learning. The school employs a number of sanctions to enforce the school rules, establish clear boundaries and ensure a safe and positive learning environment. Each sanction is given appropriately to the individual situation and we remember at all times to criticise the behaviour and not the child. Adults use positive role models to highlight good behaviours, e.g. praise a child who is doing the right thing, which gives other children the chance to change their behaviour before being spoken to. We support children to understand that there are always consequences to their actions. Stages of sanctions, three step system:

Step 1 - Verbal Warnings

- If a child is disruptive in the playground, they will be reminded of the expectations and rules by a member of staff. If they are disruptive in the classroom then a member of staff will remind them by using our building blocks system, giving them time to regulate and be 'ready to learn'. This may include sitting them elsewhere in the classroom.

Step 2 - Time out

- If a child's behaviour continues to be a concern then there may be times when a child needs time out of class/playground for a short period of time to help them regulate. This may include sitting up in our reading link corridor to talk through our behaviour blocks with an adult and time to help the individual understand why the behaviour is not acceptable. Alternatively, time out in the library to complete any work missed whilst reminding individuals of consequences. If necessary, the class teacher will contact the child's parent/carer to work together to understand the behaviour.

Step 3 - Escalation

- If a child repeatedly acts in a way that disrupts or upsets others, the matter is then referred to the Headteacher. If necessary, the Headteacher will contact the child's parent/carer to work together to improve inappropriate behaviour.

Pupil mobile phones and smart technology (including smart watches)

To protect children from these risks associated with mobile phones and smart technology, our school **does not allow pupils to bring mobile phones or smart watches onto the premises** and therefore pupils are prohibited from using them in school.

Jewellery, temporary tattoos and nail varnish

Jewellery, temporary tattoos, make up and nail varnish are not permitted in school unless these are permitted on a specified activity day i.e. Pirate Day or fundraising event or with prior agreement with the Headteacher.

Earrings

The wearing of earrings is discouraged in school. If parents opt for their child to wear earrings they must be small, plain stud earrings.

We recommend ears are pierced at the start of the summer holidays to allow time for them to heal and your child can practise taking them out and replacing them as staff are not permitted to remove/insert earrings.

Earrings must be removed by the child for all curriculum physical education activities. Staff are not allowed to remove them.

If your child does wear earrings the school accepts no responsibility for injury or loss of any items of jewellery.

The role of staff

- It is the responsibility of all staff to encourage the children to follow the school rules
- If a child behaves inappropriately and this becomes a cause for concern then the class teacher will seek the advice of the SENCo
- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
- Staff record incidents of behaviour causing concern and bullying (see further information about bullying on page 6) on our CPOMS system
- If adults become aware of any bullying taking place between members of a class, they deal with the issue immediately. They spend time talking to the child who has bullied: they explain why their action was wrong, and they endeavour to help the child change their behaviour in the future. They also inform the Headteacher of any bullying situation, which will then be logged on CPOMS.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the School Behaviour and Anti-bullying Policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also

the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports staff by implementing this policy, setting the standards of behaviour, and ensuring necessary training and support. The Headteacher oversees all records of reported behaviour causing concerns through CPOMS.

Working with parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We believe parents have an important responsibility to support the school's behaviour and anti-bullying policy and to actively encourage their child to be a positive member of the school community.

We display the School Rules in all classes and share these with the parents so they are clear of the rules and can reinforce and support them. We expect parents to support their child's learning and to co-operate with the school, as set out in the Home–School Partnership document. 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.

If the school has to use reasonable sanctions in response to a child's behaviour, parents should 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 Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the Chair of Governors.

We expect that parents should be a good role model to their own child and the children of others, in terms of their language and behaviour when speaking to others, including staff, on the way to and from school, in the playground and whilst parking.

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 their child's class teacher immediately. Parents should be assured that they will be supported when bullying is reported.

SEND

Children whose Special Education Needs and Disabilities (SEND) involve challenging behaviour may require individual Smart Targets or behaviour modification programme that may be significantly different from that of the other children. Sanctions will be firm and consistent and appropriate for the individual child's needs.

Physical intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a 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 restraint of children.

Physical intervention must only be used in exceptional circumstances and should be for the shortest possible time. Staff trained in positive touch will support an individual in such circumstances.

Fixed-term suspensions (often referred to as fixed-term exclusions) and permanent exclusions

A decision to suspend, either internally, or for a fixed period or permanently exclude will only be considered when alternative options have been explored. We will make every effort to meet the needs of all pupils and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise

that in some serious situations, exclusion may be necessary. A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards and adult or pupil
- Any form of serious child on child abuse i.e. verbal or physical
- Sustained bullying
- Frequent high-level disruption in class

If the Headteacher is considering exclusion then they will follow the most recent exclusion guidance:

https://www.gov.uk/government/publications/school-exclusion

Internal suspension is when a pupil is withdrawn from class for an agreed limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal suspension will be proportionate to the behaviour. Parents/carers will be informed when an internal suspension is issued. The pupil will have access to movement breaks, toilet facilities, water and snacks/lunch.

Only the Headteacher has the power to exclude 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 exclude a pupil permanently.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. 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. The Headteacher informs the LA and the Governing Body about any fixed term or permanent exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. If necessary, the Governing Body will form a discipline committee, of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, 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.

ANTI-BULLYING

What is bullying?

Bullying (including cyberbullying, prejudice-based and discriminatory bullying) is repeated behaviour taken by one or more individuals with the deliberate intention of hurting another. Bullying comes in many forms such as spoken, physical and emotional. It can be done face to face or use technology such as social network and texts Bullying is wrong and damages individual children.

The school does not tolerate bullying of any kind. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We encourage children to tell an adult if they feel they are being bullied.

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. Behaviour involving bullying is reported monthly in our safeguarding report which is reviewed by the Governing Body. At Witley C of E infant School we recognise we have a duty of care to both parties involved in any bullying incidents.

Prevention of bullying strategies

- Promotion of an anti-bullying school, where friendship and respect are embedded

- Annual wear something BLUE day. BLUE stands for Be Loving and Understanding to Everyone at Witley C of E Infant School which coincides with national Anti-bullying week in November. This event raises an understanding of what bullying is.
- A culture where children openly discuss how unkind words and actions can hurt others
- Behaviour causing concern is recorded by staff on CPOMS which can be easily monitored
- Consistent and active use of our PHSE Jjgsaw programme
- The Headteacher or teacher use assembly or circle time to discuss healthy friendships with children

Procedure in the event of bullying

- Parents of both parties are notified and a plan of agreed action are put in place
- The victim is offered support and opportunity for discussion
- The bully will be offered opportunity to discuss the victim's feeling and possible background causes
- Appropriate sanction or support may be set and a review date is set
- If bullying continues, external agency support and sanctions may be required
- A behaviour support programme may be adopted and the outcomes monitored
- In extreme cases exclusion will be considered

Monitoring of this policy

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the Governing Body on the effectiveness of the policy. If necessary, the Headteacher will make recommendations for further improvements. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The role of Governors

The Governing Body has the responsibility of monitoring the Behaviour and Anti-bullying Policy and of reviewing its effectiveness. The Governors support the Headteacher in carrying out this policy.

The Governing Body supports the Headteacher in all attempts to eliminate any behaviour causing concern and bullying that may occur in our school. This policy makes it very clear that the Governing Body takes any incidents of bullying very seriously and are dealt with effectively and appropriately. 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 Behaviour and Anti-bullying policy is the Governors' responsibility and they review its effectiveness every year. They do this by examining the school's Safeguarding report which includes records of behaviour, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. The Governors may review the policy at any time if the government introduces new regulations, or if the Governing Body receives recommendations.

Reviewed: H Szczepanski and teaching staff

Date: April 2026

Appendix 1

How do you feel today?	Witley C of E infant School Learning Behaviour Blocks			
Ready to Learn Rewards				
friendship respect  	• Individual verbal praise in class • Recognition on the Rainbow • Celebration assembly awards • Share learning with Headteacher		joy resilience trust confidence  	
purple	blue	yellow	orange	red
'I'm feeling unwell, tired or hungry. I'm not myself.' 	'I don't know what to do and I don't understand the learning.' 	'I'm feeling distracted and I can't concentrate and learn.' 	In the classroom or in the playground, 'I'm distracting others and being unkind.' 	In the classroom or in the playground, 'I'm angry and being unkind to my friends.' 
What can you do? • Talk with an adult	What can you do? • Have a go! • Ask someone on your table for help • Use resources • Ask an adult	What can you do? • Use one of your coping strategies • Talk with an adult	I need some help from an adult. • Time out, away from friends to reflect and talk with an adult	I need some help from an adult. • Time out away from friends and away from the classroom or playground and talk with an adult

Appendix 2

