



THE BELHAM

PRIMARY SCHOOL

Behaviour Management
and

Anti-Bullying Policy

2026 - 2026

Belham Primary School: Behaviour Management Policy

Belhamite Values

Belhamites are:

- ✓ **Brave** – They show kindness, politeness, care, and consideration for others.
- ✓ **Enthusiastic** – They show kindness, politeness, care, and consideration for others.
- ✓ **Loving** – They show kindness, politeness, care, and consideration for others.
- ✓ **Helpful** – They consider the needs of others alongside their own, caring for others at all times.
- ✓ **Ambitious** – They strive to do their best and understand that this sometimes requires hard work.
- ✓ **Modest** – They are sensitive to the feelings of others.
- ✓ **Inspirational** – They can cope with disappointment, knowing they are supported by other Belhamites.
- ✓ **Trustworthy** – They care for the school environment and appreciate what we are lucky to have.
- ✓ **Enthusiastic** – They show excitement for learning and trying new things.

Adults Help Children Become Successful Belhamites

The school environment plays a vital role in children's social and emotional development. All adults in school have a shared responsibility to:

- Take a **keen interest** in the behaviour of all children
- **Celebrate differences** in our community
- **Model and expect high standards** of behaviour at all times
- Use **praise and positive reinforcement** to encourage excellent behaviour

Why Positive Behaviour Management?

Children observe many types of behaviour in the world around them. We have a responsibility to help them understand that they have **choices**, and to support them in making **appropriate decisions**.

This policy draws on best practices from **Trauma Informed Schools**. We aim to help children:

- Name and regulate their emotions using their **whole brain**
 - Engage in distraction tasks to access their '**upstairs brain**' and respond calmly •
- Use **movement and physical activity** to manage emotional states

We believe children respond best to **praise and encouragement**. We aim to catch children 'doing the right thing' and acknowledge this, both in school and (through communication) at home.

We strive for strong, consistent systems and boundaries across the school so that behaviour expectations are clear and predictable. These expectations are taught through our **Character Curriculum** and emotional regulation is supported through the **Zones of Regulation** programme.

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When behaviour falls short of expectations, children will receive a consequence and engage in a **restorative conversation** to help them reflect and do better next time.

Praise and Rewards

"Praise is the most powerful form of influencing children's behaviour."

Rewards may include:

- Verbal praise to reinforce success or effort
- Dojos
- House points (where appropriate)

Classroom Behaviour Management

Setting expectations:

Teachers work with children to define and display what good learning looks like, linking behaviours to the school values. These expectations are revisited at the beginning of each term.

Response to Disruptive Behaviour

Step 1: Non-verbal cues (not recorded)

E.g. eye contact, walking over, hand on desk, removing distracting items, praising adjacent students, or giving general class reminders.

Step 2: Verbal Warning (not recorded)

E.g. "<Name>, please put the book down."

Step 3: Consequence (recorded on CPOMS)

If behaviour persists:

- The child may miss part of their break or lunch to reflect, complete missed work, or take part in a restorative conversation.
- Parents/carers will be informed at the end of the day and are expected to support the school in reinforcing the message at home.

If behaviour is significantly disruptive, the child may be moved to another class or to an SLT member to complete their work in a calmer environment. This is a **support strategy**, not the consequence. A playtime consequence will still apply.

Persistent behaviour issues will result in a meeting with parents/carers. At this point, a support plan may be developed and/or SEND concerns investigated.

Note: In cases where behaviour challenges are linked to SEND or early trauma, high expectations remain, but an **adaptive approach** may be used to support the child. This will always be discussed with the family. All staff are trained in trauma-informed practice.

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Extreme Behaviour

Extreme behaviours include but is not exhaustive to:

- Physical aggression
- Swearing
- Refusal to follow instructions where safety is compromised
- Racist or homophobic language
- Stealing or vandalism

In these cases, **steps 1 and 2 may be bypassed**, and more serious consequences applied, including:

- Extended loss of playtime for a fixed period of time
- Structured play close to an adult until trust is restored
- Loss of access to clubs, trips or residential

Decisions will be based on:

- The seriousness of the offence
- The child's understanding
- SEND or other mitigating circumstances
- Behaviour history

In serious cases, the Headteacher may consider **suspension** or **permanent exclusion**.

Beyond the School Gate

This policy also applies when pupils are:

- On school trips or visits
- Travelling to or from school
- Wearing school uniform
- Identifiable as Belham pupils
- Acting in a way that affects others or the school's reputation

The Headteacher may inform the police where appropriate.

Use of Reasonable Force

Staff may use **reasonable force** to:

- Remove a disruptive child
- Prevent harm to self, others, or property
- Stop a fight
- Prevent unsafe exit from the classroom

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This is a **last resort**, and only after other strategies have been tried.

See: *DfE Guidance: Use of Reasonable Force (2013)*

Further detail can be found in the school's Positive Handling Policy.

Systems and Routines

- **Walking:** Silent, single file, left side of corridors
- **End of day:** Tidy rooms; teachers say goodbye individually
- **Assembly:** Silent entry; non-verbal reminders used first
- **Trips:** Quiet, respectful behaviour; polite interactions
- **PE Changing:** Quick, tidy, and respectful of belongings
- **Moving During Lessons:** Calm and respectful of others

Playground Rules

- No climbing on furniture or planters
- Balls only on the pitch, under supervision
- No rough play or 'gun' games
- Share and care for equipment
- No toys from home (except pencil cases)
- Do not enter PE store or bike shed
- Avoid screaming

How the school and home work together

The school will follow this policy to ensure children remain safe and well supported. The school will communicate home when a child's behaviour has reached step 3. The school and home will work together to ensure positive behaviour is celebrated and poor behaviour not tolerated. We ask that parents/carers support the school with the behaviour management policy by reinforcing our

messages when communicating with their child.

Early Help Team

The Early Help Team meet weekly to review patterns of behaviour and evaluate the support needed. Rather than react to a situation, we focus on supporting the child, for example, with self-regulation. They may look at:

- The playground incident book (located by first aid)
- Incident records on Bromcom MIS
- Information from staff or parents

The Early Help Team may arrange parent meetings with the child, class teacher and a parent, if they feel it is appropriate.

Vulnerable pupils

During their time at school, some pupils will require extra support in managing their behaviour. At these times we may adapt strategies to support vulnerable pupils. We will provide targeted support for vulnerable pupils where needed. Targeted support may link to:

- Individual Education and/or Behaviour Plans
- Pastoral Support Programmes
- Support from the Behavioural Education Support Team

Many members of our community may have suffered from trauma and may have attachment issues. Staff will use relevant resources from external agencies to support these children in class.

[Have you seen me](#)

[Survival in school](#)

F. Suspensions and permanent exclusions

The Belham follows the Charter Schools Educational Trust's Exclusion Policy.

Statement of Intent

At The Charter Schools Educational Trust (the 'Trust'), we understand that good behaviour and discipline is essential for promoting a high-quality education.

As a Trust, we do not wish to suspend or permanently exclude any child from any of our schools but on rare occasions, this may be necessary. Our aims are to ensure that:

- The process is applied fairly and consistently
- The process is understood by Trustees, local governors, staff, parents and pupils
- The Trust and its schools maintain a safe and caring environment in which all pupils can learn and succeed •
- Rigorous Early Help strategies are used to support pupils to reduce the need for any suspension or permanent exclusion
- Pupils do not become NEET (not in education - employment or training)

Amongst other disciplinary sanctions, our schools recognise that the exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. The exclusion of a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, exclusion of a pupil will only be used as a means of last resort.

The Trust has created this policy to clearly define the legal responsibilities of the Headteacher, Governors and the Local Authority when responding to pupil exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance.

This policy also aims to secure a pupil's right to an education despite having been excluded, by ensuring that appropriate alternative arrangements are in place.

The full policy can be accessed here: [TCSET Suspensions & Exclusion Policy 2024](#)

G: Prohibited items, searching and confiscation

At The Belham, we are committed to ensuring school staff and students feel safe and secure. This is essential to creating a calm and safe environment conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps our school to establish an environment where everyone is safe. When carrying out searches, screening and confiscation we ensure we follow the Department for Education Guidance. This is hyperlinked below, and contains key information details as around Searches, Screening and Confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Prohibited Items

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the students themselves; or
 - To damage the property of any person, including the students themselves.
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Money

▪ Energy drinks **Banned Items**

• Mobile phones of any kind or smartwatches – we expect these to be handed in.	Confiscated and to be collected by the parent/carer at the end of the day.
• Other electronics.	
• Gaming equipment and the games themselves	
• Jewellery or personal adornments that do not fit with the uniform code e.g. bracelets, chains, earrings that are not studs.	Confiscated and given to child at the end of the day.
• Any kind of trading cards e.g football, pokemon.	Confiscated and returned to child at the end of the week.
• Manga comics	Confiscated and returned to child at the end of the week.
• Toys from home. (This does not include agreed sensory toys agreed by SENCO/class teacher)	Reception – Year 2 : Confiscated and returned to child at the end of the day – Year 3 – 6 : Confiscated and returned to child at the end of the week.
• Sweets, including chocolate and gum	Confiscated and thrown away.

H.

Beyond the school gate

Whilst this Behaviour Policy refers mainly to the behaviour of pupils on school premises, the schools reserve the right to apply the same principles beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil of the Belham Primary School; ☐ posing a threat to another pupil or member of the public; ☐ adversely affecting the reputation of the school.

In the incidences above, the Headteacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the Police will always be informed.

I. Drug and alcohol-related incidents

It is the policy of the Trust that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, this will almost certainly result in a permanent exclusion, and the Police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may be punished by a fixed-term exclusion. The child will not be re-admitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will almost certainly be permanently excluded from the school. The Police and social services will also be informed.

J: Positive Handling and Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force/positive handling on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

SEE POLICY

ANTI-BULLYING POLICY

What is bullying? The Governors, staff and pupils of the school accept the following definition of bullying:

‘Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is ongoing and not the same as a conflict between two equals or a random, unprovoked, aggressive act
- It is deliberate
- It is unequal – it involves a power imbalance which can result from size, number, higher status, being ‘different’ or having access to limited resources’

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or Looked After children or otherwise related to home circumstances; □ sexist or sexual bullying.

Acts of bullying can include: name-calling, taunting, mocking, making offensive comments; kicking, hitting, pushing, taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet and/or using social networking sites; producing graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the individual concerned, if they are identifiable.

Principles

Bullying can happen in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our schools and will not tolerate it
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem
- We also react to bullying decisively and consistently with appropriate sanctions • Children are not 'bullies' or 'victims'. Bullying is not a character trait but a set of behaviours • Even 'perfectly nice' and 'popular' children can use bullying behaviours on occasion
- 'Witnesses' to bullying also have a role to play
- All 'sides' in a bullying incident will be listened to calmly and with respect
- We involve parents in our approach to preventing or addressing bullying behaviour

Strategies

The school promotes an active and regular awareness of what constitutes bullying and takes part in educational activities through class discussions, website resources, assemblies, and newsletters.

Children are provided with a clear message about bullying: TELL – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

The Trust endeavours to comply with the legal requirements placed on Governors and Trustees to determine detailed measures, rules, rewards, sanctions and behaviour management strategies that encourage good behaviour and respect for others on the part of pupils, and in particular preventing all forms of bullying among pupils.

Schools are required to comply with the equality duty, 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, following which appropriate action will be taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of.

This Behaviour Policy also reinforces the Trust's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, and to discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. Disciplinary sanctions imposed might be time out, removal of privileges or, in extreme instances, exclusion. We will engage promptly with parents to ensure their support and involvement. We will also use:

- restorative justice approaches as appropriate;
- one-to-one interviews with staff or peer mentors;
- the offer of counselling;

- work with the educational psychologist or other outside agency; □ discussion of anger management strategies.

Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

Allegations of abuse against staff and other adults working in the school

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Board of Trustees and the LGB have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment. Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, the Trust has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

Action in the event of a malicious allegation

If an allegation is determined to be unfounded or malicious, the local authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil may include suspension or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.