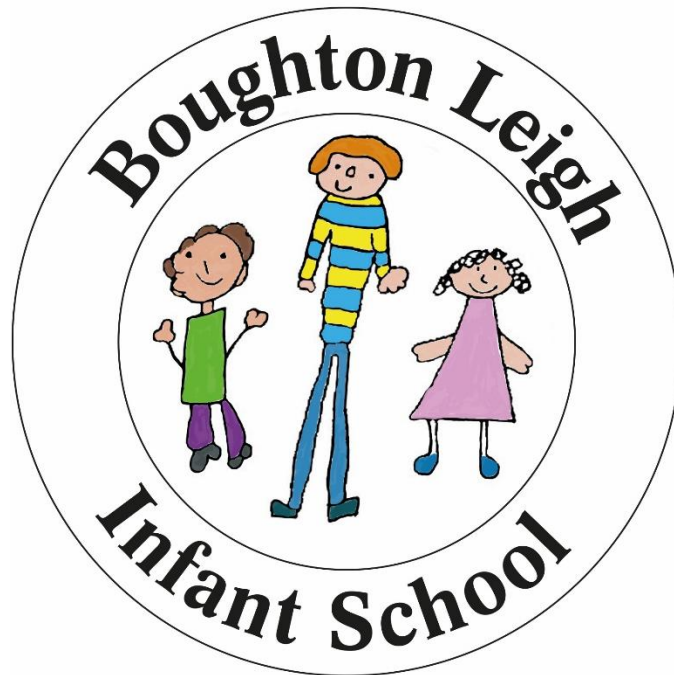


# Positive Behaviour Policy and Anti-Bullying Statement



**Caring, Sharing and Learning together as we grow**

November 2025  
Review: November 2026

**Signed by Chair of Governors:**

**Date:**

This policy is based on advice from the Department for Education (DfE) on:

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Mission Statement

### “Caring, Sharing and Growing Together”

#### Staff and Governors of Boughton Leigh Infant School believe that....

Positive behaviour helps everyone to learn and teach well. We believe that all children and adults have the right to work and play in a school that is safe, caring, and fair. Our school community follows clear expectations that are based on kindness, respect, and understanding for others. We encourage children to develop self-control and a sense of fairness so that everyone can feel happy, valued, and able to do their best.

At our school, we believe that children learn best when they feel safe, happy, and cared for. We work together to help every child develop positive behaviour by showing kindness, respect, and understanding. When children feel good about themselves, they are ready to learn, make friends, and enjoy their time at school.

We believe that children respond best when their efforts and achievements are noticed and praised. By focusing on what children can do and celebrating their successes, we help them to grow in confidence and make good choices. At the same time, we ensure that any consequences for poor behaviour are fair, consistent, and help children to learn from their mistakes. We value working closely with parents and carers, as together we can support children in developing positive attitudes and behaviour both in school and at home.

We believe that good behaviour means that everyone in school is;

- Kind
- Honest
- Polite and friendly
- Helpful to others
- Hardworking
- Respectful to all others and the school environment

## **Aims of our Positive Behaviour Policy**

- To help children become caring, thoughtful and respectful individuals who value the feelings, beliefs, property and differences of others.
- To create a calm, purposeful and happy atmosphere throughout the school.
- To encourage independence and self-discipline so that each child takes responsibility for their own actions.
- To ensure a consistent and fair approach to behaviour, supported by strong co-operation between school and home.
- To build children's confidence and self-esteem.
- To promote co-operation and positive relationships between children and adults.
- To provide a stimulating learning environment where positive attitudes and behaviour are recognised and rewarded.
- To work in partnership with parents to support children's social, emotional, academic and spiritual development.
- To make sure everyone understands their role in promoting and managing behaviour.
- To help children understand what behaviour is unacceptable and why.
- To give every child equal opportunity to learn and succeed.
- To ensure all adults have equal opportunities to carry out their roles effectively.
- To encourage and reward positive choices in behaviour.
- To apply fair and appropriate consequences when necessary, in line with this policy.
- To teach children the skills to resolve conflicts and differences with sensitivity and respect.

## **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example our School Council and the completion of our Children's SEF.
- Appreciating and following our agreed Code of Conduct (The Woodland Way) along with our Woodland Values.
- Encouraging our children to see themselves as part of our whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in our school environment.
- To take a positive and consistent approach to playtimes and lunchtimes, providing engaging, safe, and well-resourced outdoor play opportunities through the OPAL programme.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

## **Code of Conduct (The Woodland Way)**

**Be Kind, Be Safe, Be Ready!**

## **Our Woodland Values**

**Respect, Awareness, Courage, Friendship, Excellence, Determination**

At Boughton Leigh Infant School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school along with a reward system that is transparent to the pupils and applied consistently and fairly throughout the school.

The Woodland Way	Expected Behaviours
Be Kind	<p>Encourages positive social behaviour and respect for others.</p> <ul style="list-style-type: none"> <li>• Using polite words: please, thank you, sorry</li> <li>• Sharing and taking turns</li> <li>• Listening to others</li> <li>• Helping peers and adults</li> <li>• Showing empathy and understanding the feelings of others</li> </ul>
Be Safe	<p>Focuses on keeping oneself and others protected.</p> <ul style="list-style-type: none"> <li>• Walking calmly inside the school</li> <li>• Using equipment appropriately</li> <li>• Keeping hands, feet, and objects to ourselves</li> <li>• Following rules during playtime and transitions</li> <li>• Reporting anything that might be dangerous</li> </ul>
Be Ready	<p>Supports engagement and responsibility for learning.</p> <ul style="list-style-type: none"> <li>• Coming to school prepared (wellies, book bags)</li> <li>• Listening and following instructions</li> <li>• Trying your best and staying on task</li> <li>• Being ready to learn after breaks</li> <li>• Asking for help when needed</li> </ul>

The Code of Conduct and our values have been shared with all stakeholders and are displayed prominently around the school. They are regularly referred to in assemblies, lessons and during day to day interactions.

## Rewards

We at Boughton Leigh Infant School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may include the following:

- A simple word of thanks
- A smile or a gesture
- Verbal praise (specific and immediate)
- Stickers (to reward attainment and effort)
- A postcard sent him
- A certificate awarded in assembly linked to our values
- Sending the child to another teacher or Headteacher for praise
- Verbal praise to parents/carers about their child
- Written comments in books
- Individual rewards systems where appropriate

## Sanctions and Consequences

While this policy focuses on promoting and rewarding positive behaviours and attitudes, Boughton Leigh Infant School recognises that it may sometimes be necessary to implement sanctions to uphold our Code of Conduct and maintain a safe learning environment. As with rewards, it is essential that sanctions are applied consistently and fairly, and that they are appropriate to the nature of the inappropriate behaviour.

When addressing all forms of inappropriate behaviour, staff should use the following approaches:

- **Remain calm** – Children should be addressed in a calm but firm manner, clearly explaining which behaviour is unacceptable and what action is being taken.
- **Separate behaviour from the individual** – Make it clear that it is the behaviour being addressed, not the child personally.
- **Use logical consequences** – Sanctions should be proportionate to the behaviour. The first step is to stop the behaviour, followed by actions that reinforce the rules, restore boundaries, and teach alternative behaviours.
- **Encourage good choices** – Remind pupils of the importance of making positive decisions.
- **Allow a fresh start** – Even when misbehaviour is persistent or serious and needs to be recorded, every child should feel that each day offers a new opportunity to make better choices.
- **Promote restoration** – Encourage pupils to repair any harm caused, restore relationships, and reflect on how their actions affect others.
- **Record and communicate** – Document incidents on CPOMS and inform the relevant staff members.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Code of Conduct

- Clarify with all stakeholders any areas of concern

Although the sanctions are hierarchical, entry on to the sanctions system can occur at any level depending on the nature and severity of the behaviour displayed.

Sanctions may include:

- Classroom strategies, including initial verbal warning and reminder of the expected behaviour.
- A move within the classroom
- Time in another classroom, allowing time to reflect
- Loss of privilege (temporary/linked to the behaviour)
- Additional adult to support to help the child understand their behaviour
- Involvement of SLT
- Repair or restorative action (apologise, fix or make amends)
- Contact with parent/carer

## Use of Physical Restraint / Positive Handling

At Boughton Leigh Infant School, the safety and well-being of all pupils and staff is our highest priority. Physical restraint should **only be used in exceptional circumstances**, specifically when a child is presenting a **serious or immediate risk of harm to themselves or others**.

### Key Principles:

- **Decision-making:** Only trained staff may decide to use restraint, and it must be applied **as a last resort**.
- **Legal framework:** All staff have the legal power to use reasonable force where necessary (*Education Act 1996, Section 93*). Any action must be proportionate to the risk posed.
- **De-escalation first:** Staff must use **verbal guidance and other de-escalation strategies** wherever possible. Handling is only used when these strategies are ineffective.
- **Trained staff:** Key staff are trained in **Team Teach** techniques and other approved positive handling methods.
- **Special considerations:** Reasonable adjustments will be made for children with **disabilities or special educational needs** to ensure their safety and well-being.

### Recording and Reporting:

- Any incident involving physical restraint must be **recorded immediately** and countersigned by a senior member of staff.
- The incident will be **reviewed** to ensure appropriate action was taken and to identify any lessons for future practice.
- Parents or guardians will be **informed promptly** and a meeting will be arranged to discuss the incident.

For further guidance, please refer to the school's **Positive Handling Policy**.

## Suspension and Permanent Exclusion

Where there has been a serious breach or breaches of the school behaviour policy the Headteacher or Deputy Head teachers are sent for and a suspension can be issued. In severe cases if fixed term suspensions do not resolve the issues a permanent exclusion can be enforced. Only the Headteacher or Deputy Head teacher, in their absence, have the power to permanently exclude a pupil from school immediately in exceptional circumstances such as: - Serious actual or threatened violence against another pupil or a member of staff. If the Headteacher or Deputy head teachers suspend a pupil, the school informs the parents immediately, giving reasons for the suspension. At the same time, it is made clear to the parents that they can, if they wish, make representations to the governing body. The school ensures that the letter outlining the reasons for exclusion informs the parents how to make any such appeal.

## Link to Special Educational Needs Code of Practice

Social Emotional and Mental Health Needs (SEMH) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEMH Code of Practice for SEMH when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

## Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Fidgeting	Constantly shouting out	Serious assault
Running in school	Poor effort	Vandalism e.g. damage to school property
Noisy e.g. talking/ shouting	Distracting others	Physical / verbal threats made to staff/pupils
Failing to keep on task	Stealing	Violent outbursts verbal or physical
Unkind remarks	Not following adult instructions	Fighting (persistent)
Bad language (one off)	Threatening/ aggressive behaviour	
Time wasting	Refusal to co-operate	
	Bad language (persistent)	
	Fighting (one off)	

## Monitoring and Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Senior Leadership Team. This Positive Behaviour Policy will be reviewed annually. It will be reviewed with the whole staff, as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

# Positive Behaviour Management

Listed below are a range of strategies which are effective in positive behaviour management;

❖ **Positive Feedback-** Acknowledge/Approve/Affirm:

Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

❖ **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

❖ **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

❖ **Non-verbal Cues-** hands up, finger on the lips, the "look".

❖ **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

❖ **Re-direction-** repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

❖ **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

❖ **Physical Proximity-** move closer to a disruptive pupil

❖ **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

❖ **Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."

❖ **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).

❖ **Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

❖ **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

❖ **Private Reprimand-** a quiet word rather than a public confrontation.

❖ **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

# Anti- Bullying Statement

## Statement of Intent

We are committed to providing a safe, caring and happy environment where all children feel valued, respected and able to learn. Bullying of any kind is unacceptable and will not be tolerated.

This policy reflects our school values, our use of Protective Behaviours, and the principles taught through Jigsaw PSHE, which promote respect, kindness, resilience and positive relationships.

## What Is Bullying?

Bullying is deliberate behaviour that is repeated and intended to hurt, upset or frighten someone. It can be carried out by one person or a group.

Bullying may be:

- Physical – hitting, kicking, pushing
- Verbal – name-calling, teasing, unkind comments
- Emotional – excluding someone, making them feel unhappy or scared
- Online – unkind messages or images shared using technology (where age-appropriate)

We recognise that in an infant school, many incidents are related to friendship difficulties or children learning social skills. These are not always bullying, but they are taken seriously and supported appropriately.

## Our Approach

We take a preventative, supportive and educational approach to bullying.

Through Protective Behaviours, children are taught that:

- We all have the right to feel safe all the time
- We can talk to someone about anything if we feel unsafe or unhappy

Through Jigsaw PSHE, children learn to:

- Understand feelings and emotions
- Build healthy friendships
- Manage conflict calmly
- Show respect and kindness to others
- Ask for help when they need it

## Preventing Bullying

We aim to prevent bullying by:

- Promoting positive behaviour and clear expectations
- Teaching PSHE through the Jigsaw programme
- Using consistent language around feelings, safety and trusted adults
- Encouraging children to speak up and seek help
- Modelling respectful behaviour at all times
- Providing safe playtimes and well-supervised environments

## **Reporting Bullying**

Children are encouraged to:

- Tell a trusted adult if they feel unhappy, scared or upset
- Use Protective Behaviours language to explain how they feel

Parents and carers are encouraged to:

- Share concerns with the class teacher as soon as possible
- Work in partnership with the school to support children

Staff will:

- Listen carefully and take all concerns seriously
- Record incidents in line with school procedures
- Act promptly and appropriately

## **Responding to Bullying**

When bullying is suspected or reported, the school will:

1. Listen to all children involved in a calm and supportive way
2. Reassure the child who has been affected and ensure they feel safe
3. Investigate the incident appropriately for the child's age and understanding
4. Support children to understand feelings and consequences
5. Teach positive alternatives and problem-solving skills
6. Inform parents and carers where appropriate
7. Monitor the situation to ensure behaviour improves

Sanctions, where needed, will be age-appropriate and focus on learning and repairing relationships rather than punishment alone.

## **Supporting Children**

Children who experience bullying will be supported through:

- Reassurance and emotional support
- Adult check-ins
- Friendship and confidence-building activities
- Clear plans to help them feel safe

Children who display bullying behaviour will be supported to:

- Understand the impact of their actions
- Learn positive ways to communicate and manage emotions
- Make better choices in the future

# The Rights and Responsibilities of Everyone in Boughton Leigh Infant School

## OUR STAFF

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>✓ Work in an environment where common courtesies and social conventions are respected;</li> <li>✓ Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>✓ A suitable career structure and opportunities for professional development;</li> <li>✓ Support and advice from senior colleagues and external bodies;</li> <li>✓ Adequate and appropriate accommodation and resources;</li> <li>✓ To be treated with care and dignity from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>✓ Behave in a professional manner at all times;</li> <li>✓ Ensure that lessons are well prepared, making use of available resources;</li> <li>✓ Show interest and enthusiasm in their work and in their pupils' learning;</li> <li>✓ Listen to the pupils, value their contributions and respect their views;</li> <li>✓ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>✓ Identify and seek to meet pupils' special educational needs through the SEND Code of Practice;</li> <li>✓ Share with the parents any concerns they have about their child's progress or development;</li> <li>✓ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>✓ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Head Teacher must also be informed.</li> <li>✓ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</li> </ul>

# The Rights and Responsibilities of Everyone in Boughton Leigh Infant School

## OUR PARENTS

Parents/Carers Rights	Parents/Carers Responsibilities
<ul style="list-style-type: none"> <li>✓ A safe, well-managed and stimulating environment for their child’s education;</li> <li>✓ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>✓ Be informed promptly if their child is ill or has an accident, or If the school has concerns about their child;</li> <li>✓ Be well informed about their child’s progress;</li> <li>✓ Be well informed about school rules and procedures;</li> <li>✓ A broad, balanced and appropriate curriculum for their child;</li> <li>✓ Be involved in key decisions about their child’s education;</li> <li>✓ A suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure that their child attends school regularly and arrives in time</li> <li>✓ Good timekeeping, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>✓ Be aware of school rules and procedures, and encourage their child to abide by them:</li> <li>✓ Show interest in their child’s classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>✓ Act as positive role models for their child in their relationship with the school;</li> <li>✓ Attend planned meetings with teachers and support school functions;</li> <li>✓ Provide the school with all the necessary background information about their child, including telling the school</li> <li>✓ Promptly about any concerns they have about school, or any</li> <li>✓ Significant change in their child’s medical needs or home circumstances.</li> </ul>

# The Rights and Responsibilities of Everyone in Boughton Leigh Infant School

## OUR PUPILS

	Pupil Responsibilities
<ul style="list-style-type: none"> <li>✓ Be valued as members of the school community;</li> <li>✓ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</li> <li>✓ Make mistakes, and learn from them;</li> <li>✓ Be treated fairly, consistently and with respect;</li> <li>✓ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> <li>✓ Be taught in a pleasant, well-managed and safe environment;</li> <li>✓ Work and play within clearly defined and fairly administered codes of conduct;</li> <li>✓ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</li> <li>✓ Develop and extend their interests, talents and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Come to school on time;</li> <li>✓ Respect the views, rights and property of others, and behave safely in and out of class;</li> <li>✓ Co-operate in class with the teacher and with their peers;</li> <li>✓ Work as hard as they can in class;</li> <li>✓ Conform to the conventions of good behaviour and abide by school rules;</li> <li>✓ Seek help if they do not understand or are in difficulties;</li> <li>✓ Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</li> </ul>