



Bacton
Primary School

WORKING TOGETHER, AIMING HIGH

Behaviour and Anti-bullying Policy

History of Document

Date Created	Author	Ratified by	Next Review Date
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Introduction

Bacton Primary School is a happy, welcoming and caring school. Our behaviour policy reflects the aims of the school and is a whole-school policy, supported and observed by all members of the school community. It outlines the procedures used to support children and young people in managing their own behaviour and enables staff to act safely and with confidence.

The parent/school partnership is particularly important in promoting positive behaviour and good attitudes towards a love of life-long learning.

This policy should be read in conjunction with:

- DfE guidance for "Behaviour in schools – Advice for headteachers and school staff" (February 2024)
 - DfE Suspension and Permanent Exclusion from Maintained Schools (August 2024)
 - Oxlip Suspensions and Exclusions Policy
 - Safeguarding Policy and Local procedures (September 2025)
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Rationale and Ethos

This behaviour policy supports the school's mission and aims by promoting the ethos of Suffolk's Therapeutic Thinking approach to behaviour. All members of our school community have a right to feel welcome, safe and supported. It is the responsibility of all to respect and ensure the rights of others.

Our aim is to develop a positive focus on improving young people's engagement, motivation and well-being, rather than focusing on negative terms associated with behaviour difficulties. We strive to teach positive, valued behaviours rather than simply manage and control poor or detrimental behaviours.

Our approach enables us to understand and work with children, rather than overpower them, to create helpful feelings and positive experiences for everyone within the school dynamic.

All staff:

- Know how to promote valued behaviours and manage detrimental behaviours.
- Understand that behaviour is a form of communication.
- Focus on de-escalation and preventative strategies rather than solely reactive strategies.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. All staff aim to enable children to develop a sense of belonging and a sense of worth. This, in turn, supports them in developing the strategies they need to make decisions about how they behave and understand the consequences of the choices they make.

Purpose of this Policy

To promote an ethos of calm, well-ordered behaviour throughout our school and to ensure the safety and wellbeing of everyone in our school.

Underpinning our approach through 'Therapeutic Thinking'

Therapeutic Thinking is a whole-school approach that prioritises understanding the underlying causes of behaviour and responding in a way that supports emotional development and wellbeing. It focuses on:

- Creating predictable, safe environments.
- Building trusting relationships.
- Teaching emotional regulation and social skills.
- Using restorative practices to repair harm and rebuild relationships.

Negative experiences create negative feelings. Negative feelings create negative behaviour.

Positive experiences create positive feelings. Positive feelings create positive behaviour.

We need to plan for 5 phases of behaviour:

- Pro-Social (Stable)
- Escalation
- Harm
- Emotional Recover (Cool Down)
- Reflect, Repair & Restore



When pupils are well engaged and learning, we need to 'catch them getting it right'. This can be by recognising and rewarding their efforts through praise, merits, charts, certificates, or anything, which has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

Our Objectives

1. To build individual self-esteem so all members of the school community feel valued.
 2. To encourage on-task learning so that pupils are fully engaged.
 3. To provide pupils with strategies to manage their emotions and behaviours.
 4. To encourage co-operation in work and play.
 5. To encourage honesty and trust.
 6. To model and promote respect for property, possessions, and all members of our school.
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Creating and Promoting a Positive Learning Environment

At Bacton Primary School, we believe that a positive learning environment is essential for pupil wellbeing and academic success. We take a zero-indifference approach instead of a zero-tolerance approach. This means:

- ✓ Teachers teach following the principles of instruction. They explain and model in small steps, provide guided practice and check everyone gets it before moving on.
- ✓ Staff make sure behaviour rules, routines and expectations are unambiguous, rationalised, overly taught, rehearsed and scaffolded.
- ✓ Staff intervene immediately with curiosity and calm when they notice behaviours that are not aiding learning or indicate dysregulation or distress.

- ✓ Staff use analysis to discover what the child finds difficult and builds on their strengths to relieve stress.
- ✓ Staff model self-discipline and self-regulation, they share and model their calm in the environment.
- ✓ Relationships with children focus on the shared purpose of achieving learning.
- ✓ Approaches are not permissive, they provide adaptation and scaffolds so children can meet expectation rather than lowering expectations.

We foster this through the following practices:

- **Creating a Positive Class Climate:** During the first week of term, teachers and pupils collaboratively establish expectations, rules, and responsibilities within their class and the wider school community. These include communication strategies (e.g. hands and thumbs up), respectful listening, safe movement around the classroom, and on-task learning. These expectations are presented positively and include the Bacton Behaviours, which are displayed in classrooms. Prior to children beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of children's history. In addition to this, teaching assistants also complete a handover of children they work particularly closely with. This process is coordinated by the school's SENCO.
- **Promoting Positive Behaviour:** Staff actively notice and praise positive behaviours, reinforcing them consistently while discouraging unhelpful behaviours in a constructive manner.
- **Positive Management Style:** All staff adopt a positive approach to behaviour management, focusing on encouragement and support.
- **Consistency:** Staff maintain consistent expectations and responses to behaviour across the school.
- **Role Modelling:** Staff serve as excellent role models, demonstrating kindness, fairness, and responsibility in all interactions.

Code of Behaviour

The Code of Behaviour is shared with all pupils and staff and is reinforced through assemblies, classroom discussions, and visual prompts. It includes:

- Be kind, helpful and honest.
- Always make good choices.
- Co-operate with others.
- Try your best.
- Organise yourself and be ready to learn.
- Nurture your curiosity.

Our School Behaviour and PSHE Curriculum

Our school behaviour curriculum defines the expected behaviours in school, rather than only having a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for everyone in our school community. We believe that all behaviours have a function. The function is what the behaviour may be communicating (why the behaviour is occurring). One behaviour may have more than one function. Behaviour functions could be linked to: sensory, escape, avoidance, attention or tangible gain.

The PSHE curriculum at Bacton develops children's resilience, focus, enquiry and creativity. It helps them to stay safe, healthy and prepares them for life's challenges and opportunities in 21st century Britain. PSHE supports children's wellbeing, encouraging mindfulness, and their ability to tackle issues that can affect their ability to learn, such as anxiety and unhealthy relationships: emotionally healthy pupils do better at school. PSHE empowers children to develop key skills and aptitudes, like teamwork, communication and resilience. You can find more details about our PSHE curriculum, including our 'intent, implementation and impact statement on our website: <https://www.bacton-pri.suffolk.sch.uk/page/?title=PSHE+%2F+RSHE&pid=23>

Valued behaviours are:

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.
- Behaviour that create helpful feelings in self and others.

Valued behaviours and internal discipline will be developed through:

- Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions, which are likely to be most effective in achieving the desired outcome for an individual.
- Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams; anxiety mapping; inclusion circles and behaviour plans support this see Appendices)
- Reward and positive reinforcement
- Comfort, kindness and forgiveness
- Feedback and recognition

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that is well matched to their needs and learning styles which is in line with the vision of the school.

Detrimental behaviours are:

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.
- Behaviour that creates unhelpful feelings in self and others

Unsocial behaviours are:

- Not seeking to associate with others but not to the detriment of self or others.
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others.
- Not doing as instructed or dictated, but not to the detriment or self or others.

Difficult detrimental behaviour:

- Behaviour that is detrimental, but not dangerous.

Dangerous detrimental behaviour:

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Staff will always investigate and analyse behaviour before determining which category it fits into.

Zones of Regulation

We also teach the Zones of Regulation. This is a behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. This framework provides a toolkit for students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. The Zones are learnt about regularly in our assemblies and resources are displayed around our school for all learners to utilise. For some children, individual and group interventions are used to help them develop their understanding. The framework can be particularly beneficial for neuro-diverse children because it provides a clear, visual, and structured way to understand and manage emotions and behaviours.

The Four Zones: Our feelings and states determine our zone.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

When I feel that I am in the blue zone...		When I feel that I am in the green zone...		When I feel that I am in the yellow zone...		When I feel that I am in the red zone...	
1	Have a drink of water	1	I feel happy	1	Count to 20	1	Stop what I am doing
2	Have a stretch or a walk	2	I feel calm	2	Take deep breathes	2	Take deep breathes
3	Talk about how I feel in calm words	3	I feel ready to learn	3	Talk about how I feel in calm words	3	Take a break in a quiet place
4	Read or listen to a story	4	This is where I am aiming to be	4	Squeeze something	4	Have a drink of water
5	Think of a happy memory	5	The goal of this exercise is to get me to this zone.	5	Draw a picture	5	Think of a person, thing or place that makes me happy.
6	Take a break in a quiet place	6	What can you do to be calm, happy and ready to learn?	6	Take a break in a quiet place	6	Talk about how I feel in calm words

Planned responses to escalating behaviour can include:

Use of Therapeutic Language

We aim to use consistent language across Bacton Primary School, which is inclusive and encourages children to feel part of the school community and to take responsibility for their own behaviour.

Language used by staff is based on four strategies:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- De-escalation

Positive Phrasing

Interactions need to be assertive, directive and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

Outlined below are examples of how we address children:

Always use inclusive pronouns to build the team idea ... We/Us/Our etc.

“At our school/in our class/at Bacton...”

Interactions – Describe and Direct

Don't ask can you/will you ...? – These often result in a 'no!'

Instead:

- Describe what you see
- Direct what is required

Examples of negative phrasing (Not Expected)	Examples of positive phrasing (Expected)
“Why are you talking?”	“x- you are talking. This is listening time. Please stop.”
“Why are you fiddling with that...?”	“X- you are fiddling with... That is distracting. You need to...”
“Don’t run.”	“Walk.... Thank you.”
“Don’t play with that pencil.”	“Put the pencil down.... Thank you.”
“Stop staring out of the window.”	“Looking and listening - eyes this way... Thank you”

Limited Choice

- Where shall we talk, here or in the library?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempowering the behaviour

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready.

The De-Escalation Process (Child in Crisis)

Bacton staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being ‘in crisis’. We do not use terms such as ‘kicking off’, ‘stopping’ or ‘playing up’. Staff are trained to follow the process below to ensure that everyone’s wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

De-Escalation Principles	De-Escalation Script
Use the child’s name	Child’s name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a ‘get out’ (positive phrasing)	Come with me and.....

Debriefing arrangements

The child and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child will be given time to become calm while staff continue to supervise them. When the child regains complete composure, a senior member of staff (or their nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from their point of view. All necessary steps will be taken to re-establish the

relationship between the child and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or their nominee) will provide support to member(s) of staff involved.

The Principals will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Principals (or their nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned. All parents/carers will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

Restorative Debrief

The purpose of our restorative de-brief is to re-visit the experiences by re-telling and exploring the story with a changed set of feelings.

The aims of our restorative de-brief are to:

- Focus on harm that has been done
- Identify how the harm can be repaired
- Look at experiences, feelings and needs of everyone involved
- Plan to ensure conflict is less likely to happen in the future

The process of a restorative debrief

- Explore what happened. Allow the child to tell their story and ensure they feel heard.
- Support their story with non-judgemental, accurate descriptions.
- Explore what people were thinking and feeling before, during and after the incident.
- Identify who has been affected and how.
- Consider how relationships can be repaired.
- Plan for a different response to the same experiences of feelings reoccurring in the future.

The above is carried out in an adapted, age appropriate way that is accessible to the child.

Examples of resources that may be used:

- Social stories
 - Role-play with props
 - Comic strip conversations
 - Independent / adult led reflection activities (see appendix 1)
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Responsibilities

The Governors will:

- monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed

The Senior Leadership Team will:

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of children
- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour
- guide and support staff in behaviour management

- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- work alongside parents to secure and promote positive behaviour

All staff will:

- work in partnership with parents and carers to promote positive behaviour
- model respectful behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate adaptation, in order to promote positive attitudes to learning and behaviour choices
- reward and celebrate positive behaviour
- share responsibility for behaviour management across the school
- communicate effectively with parents concerning their children’s behaviour
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences

Children will:

- respect one another, themselves and all adults
- make pro-social behaviour choices
- respond to situations in the correct way preventing them from acting in retaliation
- keep themselves and others safe in order to learn as best as they can

Parents/carers will:

- support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences

Lunchtimes

Lunchtime Midday Supervisors (MDSAs) work closely with all school staff to ensure that the expectations of our children remain the same throughout the school day. Our aim is to be proactive in engaging children in play activities during the lunchtime session rather than reactive and dealing with issues.

Promoting & Celebrating Success

Staff will promote and catch children showing the following valued behaviours around the school -
 Helpfulness - Caring - Supportive - Forgiving - Positive - Friendly - Politeness - Respect - Manners -
 Courtesy - Resilience - Effort

The Senior Leadership team hold a weekly whole school assembly where the values are a focus and children receive merits linked to the values. Children are publicly congratulated for special efforts and this is shared with parents through Arbor. In addition, a wide range of strategies are used to celebrate positive behaviour across the school. These are summarised in the table below however are not exhaustive:

Individual	Whole class	Whole school
Verbal praise Stickers used by staff across the school dependent on child's age Principal stickers and certificates for positive attitude towards learning Merits given in recognition of effort and following 'Bacton Behaviours'	Verbal praise Continual encouragement (verbal) to those children that are displaying positive behaviour and to those that have modified theirs Age appropriate, personalised class reward system	Rewards and certificates for improved behaviour and consistently good behaviour Individual class reward systems in place

All Staff at Bacton will strive to achieve a consistent approach when issuing rewards and using schools' systems for positive reinforcement.

Emergency Procedure

If a pupil's behaviour is very disruptive or endangers themselves or others, the emergency system may be used:

Emergency Behaviour Procedure – Flowchart

1. Detrimental or Dangerous Behaviour Identified

Teacher assesses the situation and determines that behaviour is significantly detrimental to the learning of others or unsafe.

2. Activate Emergency System

Teacher sends another member of staff or gives their name badge to a pupil. Pupil takes the badge to the senior leader.

3. Senior Leader Responds

Senior leader arrives promptly and assesses the situation calmly and discreetly.

4. Child is Collected

If appropriate, child is quietly escorted to the Principal's office. Class continues with minimal disruption.

5. Regulation and Reflection

Child is given time to calm down and regulate emotions. Therapeutic conversation takes place to explore causes and feelings.

6. Parental Involvement

Parents/carers are informed as soon as manageable. Incident is discussed and documented.

7. Follow-Up Support

8. Report to the Trust via Principal's report

Where a child's behaviour is causing considerable disruption, whether or not the emergency procedure has been used, an individual support plan may need to be devised. This may need to be discussed with other staff (both teaching and support) to ensure consistency of approach. Agencies including SES (Special Education Service), family support practitioners, well-being hub, school nursing team etc may be engaged along with parents/carers.

Tailored Protective and Educational Consequences

At Bacton Primary School, we use tailored protective consequences to ensure the safety of all members of our school community. These consequences are designed to reduce risk and prevent further harm, while maintaining a calm and supportive environment. Protective consequences

may include the removal of a freedom to manage the risk of harm (must also include an educational element and be evidenced in order to return the freedom).

Examples:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / No availability of or access to certain areas
- Adapted teaching space / resources
- Suspension and Exclusion

In addition, we implement educational consequences that help learners develop their social and emotional skills. These are designed to support pupils in understanding the impact of their behaviour, learning new strategies for regulation, and making positive choices in the future.

Educational consequences may include:

- Reflective activities or discussions.
- Restorative conversations or meetings.
- Emotional literacy work.
- Social stories or role play.
- Targeted support from staff or external agencies.

Both protective and educational consequences are applied thoughtfully and consistently, with the aim of helping pupils feel safe, understood, and ready to re-engage with learning.

Recording and Reporting arrangements

The school keeps a variety of records of incidents of anti-social behaviour. The class teacher records incidents with reference to the verbal warning system; we also keep a record of serious incidents that occur at break or lunchtimes. Staff must ensure that all level 2 & 3 incidents are reported to parents and details recorded via Arbor the same school day. Level 1 incidents will be reported to parents at the discretion of the teacher and dependent on the individual child's circumstances. The Principal keeps a record of any pupil who receives a suspension or permanent exclusion, the Chair of Governors is notified and these are reported numerically at Governor meetings termly in the Principals Report. All racial, homophobic, sexist, LGBT-based, disability-based, religious-based and any other form of prejudice incidents are recorded on our computer systems (CPOMS/ Arbor) and reported to the Governing body termly.

Detrimental Behaviour Choices and related Consequences

	Examples of Inappropriate Behaviour	Action Needed / Consequences
Level 1	<ul style="list-style-type: none"> calling out / talking over others disruption to other children time delaying name calling unwillingness to remain on task reluctance to follow instructions (refusal/defiance) inappropriate language non-compliance with general class expectations 	<ul style="list-style-type: none"> Verbal and non-verbal warnings issued by an adult Use of planned scripts Visual warnings (age appropriate class system) Move the child to a different seating place Offer limited choice either...or... Offer an appropriate consequence ...if you continue to...then... Reflection time in class at a separate work area Relevant intervention / support offered Verbal Reflection activity to be completed *Child must be debriefed by the class teacher about the behaviour at the next appropriate time
Level 2	<ul style="list-style-type: none"> continuous Level 1 incidents as outlined above despite interventions deliberately physically or emotionally hurting another child / adult any form of physical or verbal retaliation <ul style="list-style-type: none"> kicking, punching, biting, spitting, fighting swearing or persistent rudeness racial, homophobic, sexist, LGBT based, disability-based, religious based and any other form of prejudice language intentionally throwing objects (potentially causing harm) damage to school or personal property * These apply whether the child is the instigator or acting in retaliation *Repetitive level 2 behaviour will result in the issue of level 3 consequences 	<p>All Level 2 incidents require completion of a Reflection activity and should be logged on Arbor.</p> <p>*Isolation at break/lunchtime – with SLT as a protective & educational consequence for breaches of behaviour policy outside of classroom.</p> <p>1. Internal Suspension A: Reflection time, with work, to next class up (up to 3 times in any half term)</p> <p>1a. Introduction of 'Behaviour Support Plan' with specific targets (class teacher led)</p> <p>2 Internal Suspension B: Reflection time, with work, to a member of the Senior leadership team</p> <p>2a. Review of support plan. Meeting with child and parents to decide on course of action including behaviour outreach advice / consultation.</p> <p>*Child must arrive at time away with their work and a post-it indicating how long they must stay. *Child must be debriefed by the class teacher about the behaviour at the next appropriate time</p>
Level 3	<p>Behaviours that may lead to exclusion (not exhaustive):</p> <p>Wilfully hurting an adult or child. Repeated damage to school property. Putting self and others at risk of harm. Serious actual or threatened violence. Carrying an offensive weapon. Significant Peer on Peer Abuse. Sexual abuse/ Sexual harassment or violence/intimidation. Repeated disruption of the learning of others.</p>	<p>Where any of the above has not had an impact over time or for an isolated serious incident, the following procedures should be followed:</p> <ul style="list-style-type: none"> Isolation within school on a 1:1 basis with SLT. Completion of Inclusion plan (Risk assessment) Follow Oxlip Suspensions & Exclusion guidance <p>1. Suspension – fixed term *The length of suspension will be determined by the severity and/or frequency of the circumstances. Repeated suspensions will increase in length as part of the escalation process.</p> <p>2. Exploration of reduced timetable / managed move / alternative provision</p> <p>3. Exclusion – permanent</p>

The school can, and will, permanently exclude for a first infringement should the nature of the incident warrant this. The school will be influenced by DfE guidelines and conduct the exclusion in line with statutory guidelines.

✓ The above is a guide and staff will need to consider the child's context, age and additional needs when determining the course of action. *See section on Inclusion.

✓ All Level 2 & 3 incidents to be reported via Arbor the same school day and parents to be informed. Level 1 incidents will be reported to parents at the discretion of the teacher.

✓ Staff will exercise professional judgment at all times to ensure responses are appropriate and proportionate to the behaviour.

✓ Staff will ensure that a child is not repeating their story unnecessarily and ensure all relevant parties have had an opportunity to share their version of events.

✓ Staff will listen and decide on relevant consequences or refer to the relevant adult in school that needs to decide the consequences.

NB: suspensions may be implemented in isolated incidents that result in harming children, staff or property where an investigation has led to serious breach of school rules. This is decided on a case by case basis by the Principal.

Behaviour Support Plans

These support plans are used for children where there are persistent low-level concerns linked to the Level 1 area of the behaviour policy that therefore move the child into Level 2. They are intended to be a short term supportive measure that is put in place to support the school, child and parents work closely together to teach positive behaviour choices. As part of the Level two escalation process a behaviour support plan with specific targets will be used initially by the class teacher in conjunction with parents. Should this be unsuccessful, it will escalate to the child having a daily or weekly check in with a member of the SLT.

✓ Support plans will be discussed with parents and logged on the schools Insight system, to be monitored.

✓ All support plans will be copied and sent home for parents to view daily.

✓ All support plans will be reviewed, adapted or closed after a maximum of 6 weeks

Restorative Practices

Restorative practices are used to help pupils reflect on their behaviour, understand its impact, and repair relationships. These practices promote accountability, empathy, and emotional growth.

Examples include:

- **Restorative Conversations:** One-on-one discussions exploring what happened, who was affected, and how to make things right. These conversations help children understand the consequences of their actions and develop empathy.
- **Circle Time:** Regular classroom circles where pupils and staff share thoughts and feelings, discuss issues, and build a sense of community. Used both proactively and reactively.
- **Peer Mediation:** Trained pupils help mediate minor disputes between classmates, encouraging active listening and collaborative problem-solving.
- **Apology Letters or Cards:** Pupils write or create sincere apologies to those affected by their behaviour, promoting reflection and accountability.
- **Restorative Agreements:** Written or verbal agreements outlining how pupils will behave moving forward and what actions they will take to repair harm.
- **Reintegration Meetings:** Held after suspensions or significant incidents to welcome the pupil back, set expectations, and support a positive return.
- **Reflection Sheets or Journals:** Guided activities that help pupils think about their behaviour, emotions, and alternative choices.

- **Community Service within School:** Pupils contribute positively to the school environment (e.g., helping in the library or garden) as part of repairing harm and rebuilding trust.
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Banned items and policy on searching, screening and confiscation

Bacton Primary school have adopted the DFE guidance: <https://www.gov.uk/school-behaviour-exclusions/searches> for searching children on school premises. Principals, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for. At all times the safeguarding and welfare of the child is at the forefront of any decision making. Prohibited items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; any item which a school policy specifies as banned and able to be searched for.

Schools must do so in accordance with section 89 Education and Inspections. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Where a child has in their possession an item that is causing disruption to either their own learning or to that of those around them, teachers may take the item away. The child will be told where that item will be kept and when it will be returned to them. Where possible the item should be returned to the child, or the parent, as soon as possible so that it can be taken home and the family reminded that personal possessions are not permitted in school without prior arrangement for special occasions.

Behaviour when Travelling to and from School

Children should always behave responsibly and safely when travelling to and from school. Those using school buses/taxis should follow the guidance issued by Suffolk County Transport and instructions from their drivers. Children whose behaviour causes concern, especially with regard to their safety and the safety of others can be banned from using the County Transport system and such action will be supported by the school. In addition to any action taken by County Transport, school sanctions can, and will, be imposed as appropriate, for behaviour that is in breach of the standards expected.

Behaviour on Trips and Visits

Children are required to behave in such a manner as to enable everyone to gain maximum benefit from the trip or visit. On such occasions, children are ambassadors for the school and will continue to follow the Bacton Behaviours. The importance of behaviour will be stressed in the visit documentation. It should be stressed that we receive frequent compliments on the conduct of our children on school visits.

Equality and Diversity

It is our policy that all children will be treated equally regardless of race, gender or disability in the implementation of our behaviour policy.

Inclusion-Special Educational Needs and Disabilities (SEND)

No child with SEND needs will be discriminated against either for or against in the implementation of the behaviour policy. Where a child's particular need requires specific care then this will be planned carefully and parents will be consulted in order to provide the best possible outcomes for the child.

We are focussed on ensuring that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place (small group support). Where this support does not meet the child's needs, tailored provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Assistant Principal (Inclusion) and Principal. Our behaviour policy is the plan for the majority of children. In addition, some children may require an Individual Inclusion (Risk Assessment) Plan to formalise strategies that differentiate from our policy. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. In exceptional circumstances, it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child.

Support

There are a variety of agencies and mechanisms offering support to both pupils and families experiencing difficulties resulting in a child's poor behaviour at school. At Bacton Primary School, we would seek parental permission to access this support for the child and would encourage any parent experiencing such difficulties to access this support for themselves/their child:

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

<https://suffolksendiass.co.uk/>

SES – SEMH or Communication and Interaction support is a mainstream school support service for pupils with a diagnosis of autism, traits of autism (but no diagnosis), social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours. Ask to speak to the school SENDCo for information about referrals.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=FBn2OXIJIFE>

Suffolk Children and Young Peoples' Emotional Well-being Hub – is a team of Emotional Wellbeing Practitioners for expert information, advice and support. They take online referrals for anyone concerned about a child or young person's emotional wellbeing and mental health. Young people can also self-refer. They also provide a consultation helpline for emotional wellbeing and mental health issues relating to children and young people. <https://www.suffolk.gov.uk/childrenfamilies-and-learning/children-and-young-peoples-mental-health-and-emotionalwellbeing-support/suffolk-children-and-young-peoples-emotional-wellbeing-hub>

SPSF - The Suffolk Pupil Support Framework is a school-based, child / young person centred approach to address the inclusion of young people with challenging behaviour and / or additional needs from a range of perspectives. Targets are set for the young person with the support of their family where possible and with the range of agencies involved with the young person.

Early Help Services - The common assessment process will usually be started because something is worrying you about your child, or is worrying the people who are working with them. Taking part in the process will help you work with people such as teachers, health staff or other lead professionals to gather, understand and share information about what is happening in your family's life.

<https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/ehassess#ecafcontact>

School Nurse/GP – help with accessing support, counselling and help regarding mental health concerns.

Ask at school or <https://www.suffolk.gov.uk/children-families-and-learning/childrenshealth/school-nursing-service> for more information on how to access these services.

Mental Health School Team - <https://www.nsfh.nhs.uk/service-details/service/mental-health-support-teams-mhst-east-and-west-suffolk-50/>

National bullying helpline - <https://www.nationalbullyinghelpline.co.uk/contact.html>

NSPCC anti-bullying and online bullying support - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Anti-Bullying Policy

Definition of Bullying

Bullying is the prolonged physical or mental harassment of one or more children by another individual or group. The behaviour is targeted, intentional and repeated. It can be:

- Physical
- Verbal
- Emotional
- Online (cyberbullying)

Our Commitment

Bacton Primary School is committed to providing a safe, nurturing environment where bullying is not tolerated. We promote kindness, empathy, and respect through our curriculum and school culture.

Curriculum

Anti-bullying is taught as part of our PSHE curriculum and we take every opportunity in other areas to reinforce this message e.g. assemblies and during awareness weeks such as Anti-bullying week. We teach children self-esteem, the importance of equality and how to deal with difficult peer situations.

Reporting

Children are taught how to verbalise their own needs, feelings and anxieties so that they have the confidence to approach members of staff for support for themselves or others. If a comment or action is deemed by the victim to be racist, homophobic or offensive to people with disabilities,

schools are obliged to log it and report back to the Local Authority in an annual return. The concern will be dealt with in school as detailed below. We encourage parents and pupils to approach the school staff with any concerns. Members of staff are extremely vigilant in their observations of children both in and out of the classroom and take reports of harassment from children or parents very seriously. Any alleged reporting of bullying will be logged and investigated. A copy of these investigations (whether founded in outcome or not) will be kept on file for future reference and to aid staff to identify any patterns of behaviour.

Further Action

In the event of an observation or a report of possible bullying the school will...

- Inform all members of staff.
- Raise awareness of bullying in classes.
- Make informal observations in the class and playground of the children concerned.
- If harassment is observed, inform all parents/carers of children involved.
- Make formal observations and keep records (as stated above).
- The Principal and another member of staff will have a meeting with the children concerned, either together or separately to try to resolve the situation.
- Meet separately with the parents of the children involved if necessary or requested.
- Continue to observe to ensure that the problem does not continue.
- Make use of tailored resources in educating the children on empathy, values, beliefs and conflict resolution. Resources such as those from Hamish and Milo, our Jigsaw PSHE scheme and other bespoke packages are used to ensure children learn and develop their understanding of how to treat each other with respect and kindness.

If the bullying continues, the school will work with the parents and child to try to uncover the underlying reasons why they have bullied. Rewards and sanctions will be agreed to deal with any further incidents and targets for behavioural improvement will be set in line with the policy above. The child(ren) who has been harassed will be offered a named adult supporter of their choice from amongst the staff (an advocate) and will be encouraged to talk to the advocate about their feelings. The advocate will work with the child to raise their self-esteem and, where appropriate, to teach them strategies to deal with peer relationships more effectively. The advocate will work in conjunction with a senior member of staff. If the school is unable to deal with a case of bullying internally, the Principals will take advice from outside agencies.

Responding to sexual harassment and sexual violence

We recognise that children are capable of abusing other children (child on child abuse). Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. We know that when left unchallenged, ‘lower level’ incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated. Behaviour related to sexual harassment, violence or child on child abuse will not be tolerated or unchallenged, however, perpetrators will not be demonised. Our schools’ response will be:

- Proportionate (as set out in KCSIE 2024 or subsequent updates)
- Considered
- Supportive
- Decided on a case-by-case basis

The sanctions schools will consider using when responding to sexual harassment or violence:

- A verbal warning with explanation of why what they did/said was unacceptable
- Keeping the pupil behind after class to apologise to the other child
- A letter or phone call to parents
- Missing and supervised lunch/break times
- A period of internal school suspension – supervised working away from peers (length dependent on incident)
- Fixed-term suspension (length dependent on incident) or permanent exclusion
- Involvement of services, including social care or the police as necessary

Physical Interventions

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue, distraction and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies have been considered and therefore only as a last resort
- There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property
 - To prevent a person from committing a criminal offence
 - To prevent a person from injuring self or others
 - To prevent or stop a person from causing serious damage to property
 - To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times. All incidents are recorded and parents are notified.

Restraint and the Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force 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 and NEVER as a punishment. The school has taken account of advice provided by the DfE - Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable force.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will NEVER be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or Disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. Action as a result of Self-defence or in an Emergency All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. Circumstances in which reasonable force might be used include the following:

- Pupils found fighting may be physically separated if they ignore adult requests to do so.
- Pupils who refuse to leave a room when instructed to do so may be physically removed if necessary to keep themselves and others safe.
- Pupils who behave in a way, which disrupts a school event or a school trip, or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil out of a classroom.
- To prevent a pupil harming themselves or others through physical outbursts

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carers informed. Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be uploaded to the school's MIS and/or safeguarding system as appropriate. The record will contain the following information:

1. The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. The name(s) of the child(ren) involved;
3. When and where the incident took place;
4. Names of staff and initials of child(ren) who witnessed the incident
5. The reason that force was necessary;
6. Behaviour of the child(ren) which led up to the incident;
7. Any attempts to resolve the situation;
8. The degree of force used;
9. How it was applied;
10. How long it was used for;
11. The child(ren)'s response and the eventual outcome;
12. Details of any injuries suffered by either staff or child(ren);
13. Details of any damage to property;

14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. Details of follow-up including contact with the parents/carers of the child(ren) involved;
16. Details of follow up involvement of other agencies: police, social services.

Child witnesses may also be asked to provide a written account if appropriate

..... 's reflection

Remember- You own your own behaviour!

broke something	scribbled on something	hurt an adult	hurt a child	being unsafe	
took my clothes off	?	What happened?		not being respectful	
using bad language				being disruptive	
not listening to instructions	threw something	ran off	tore up work	something different	
worried	fidgety	confused	angry	sad	
annoyed	What were you thinking or feeling?			silly	
scared				embarrassed	
nervous	bored	furious	lonely	something different	
me	a friend	a teacher	my class	my mum	
my dad	Who has been affected?			other children	
my family				my sibling	
people in the community	animals	everyone	another adult	someone else	
make a card	write a letter	talk to someone	say sorry	fix something	
have thinking time	What needs to happen to put things right?			tidy up	
make a change				clean something	
make a plan	practice	finish my work	hug	something different	
move away	ask for a break	go to my calm space	ask for help	get a fiddle toy	
tell someone how I feel	Next time I will...			count to 10	
play with someone else				be respectful	
make a good choice	take deep breaths	listen carefully	remember the rules	something different	

Date: Remember to write neatly in full sentences.

Inclusion Plan (Risk assessment)

Start Date:	Review Date:	Class Teacher:
Year Group:	Date of Birth:	Age:
SEND Provision:	Broad Area of Need:	Attendance:

Medical conditions and barriers to learning

Behaviour traits and early warning signs (What are we concerned about?)

Positive behaviours we wish to see- What we will say and do.

Risk assessment

Category	What are we concerned about? List here the significant risks. These are the things that, as far as you could reasonably expect, are potential dangers.	Risk rating- Severity (1-5) x Likelihood (1-5)	Precautions- What needs to happen?	By who?	Remaining challenges

Post incident recovery and debrief measures

Incident record (include date, record of incident and debrief reflections)

External agency involvement (including social services)