



Branston Church of England Infant Academy

Behaviour and Anti-Bullying Policy

*Travelling together to be **the best we can be** within the love of God.*

Policy Co-ordinator: L Cook - Headteacher

Policy Date: January 2024

Presented to Local Council: January 2026

Date to be Reviewed: January 2027

Cycle Review: Annual

This policy gives due regard to the Equality Act 2010 including aspects of safeguarding and SEND. It relates directly to our Safeguarding Policy, E-safety policy and the Local Councils Statement of behaviour Principles that applies to all members of our school community. It also complies with the recommendations from Behaviour and Discipline in Schools January 2016.

Philosophy

At Branston Church of England Infant Academy, we have high expectations for behaviour and know that good behaviour contributes to effective learning and a happy, inclusive school environment. We understand that promoting good behaviour is everyone's responsibility and we treat others as we would wish to be treated. As a Church of England academy, we ensure our children understand our core Christian values:

Kindness
Respect
Love
Perseverance
Forgiveness
Community

Children are encouraged to demonstrate these fundamental values through their words and actions on a daily basis.

This policy sets out the school's systems for managing behaviour which are underpinned by our strong Christian ethos. We aim to help children grown to be 'the best they can be' and ensure that they know how to keep themselves and others safe. This policy is designed to promote positive behaviour, forgiveness, co-operative skills and develop self-esteem. Its purpose is to ensure that all of our children feel safe in school and that there is a clear and consistent approach to behaviour management.

Aims of the Policy

- To define acceptable standards of behaviour.
- For all staff to have a consistent approach towards standards of behaviour and expectations and to consistently and fairly implement reward and sanction systems.
- To ensure our school is a place where all children, and staff, feel safe.
- To ensure all children have the opportunity to learn without disruption.
- To encourage children to accept responsibility for their behaviour choices and recognise their impact.
- To encourage school/parental partnership in order to promote children's education and maintain standards of behaviour.

Branston Church of England Academy aims to ensure that every member of the academy community feels valued and respected, and that each person is treated fairly. The behaviour policy is designed to support the way in which all members of the academy can live and work together in a supportive, positive and constructive culture free from discrimination.

Christian values are encouraged within the classroom and around school, underpinning all that we do: not as a means to impress beliefs; but to encourage all stakeholders to become good citizens.

Rewards and Sanctions

Rewards and sanctions are applied consistently and fairly by all in order to promote good behaviour and act/serve as a consequence for poor behaviour choices. When applying sanctions, we never criticize the child, only their actions. For the most part, children who are making wrong behaviour choices are not reprimanded in front of others; all staff aim to '*praise in public, reprimand in private*'.

Rewards:

We praise and reward children in a variety of ways, which are consistently used across the academy. These rewards include:

Verbal praise – we recognise the importance of verbal praise and encouragement to help children understand the good behaviour that is expected of them.

Celebration Worship – Teachers nominate children on a weekly basis for our 'Superstar Award' and Headteacher stickers. Our 'Celebration Worship' takes place every Friday afternoon at 2.45pm. This worship takes place virtually to allow families to join us.

Dojo Points:

Dojo points are awarded by all staff members. They provide instant feedback to both the child and their parents (via the Dojo App). We consistently award dojo points across the academy for the following reasons, which were agreed, based on discussions with all stakeholders:

Helping others
Showing perseverance with their learning
Positive lunchtime behaviour
Demonstrating our Church School Values
Working as a team
Wow moments

As children collect Dojo points, they work towards a staged certificate as follows:

50 Dojo Points = Bronze Award Certificate

100 Dojo Points = Silver Award Certificate

150 Dojo Points = Gold Award Certificate

200 Dojo Points = Branston Behaviour Champion Certificate, Pin Badge and an invitation to an end of year afternoon tea party with invited guests.

Stickers – all staff give stickers as tangible rewards for positive behaviour, learning and for showing our Christian values.

Sanctions:

Sanctions are based on a staged-approach, which increase in severity if behaviour choice either continues or develops further. Depending on the nature of the behaviour that has taken place it may not always be appropriate to begin at stage one of our sanction process.

Stage 1	Verbal reminder	A reminder to make the right choice
Stage 2	Verbal warning	A reminder that if behaviour choice continues it will result in minutes lost from playtime. The child may be asked to move places/sit alone without distraction to aid making the right choice easier.
Stage 3	Minutes taken from playtime	This is to allow the child to reflect on their behaviour. Lost minutes are taken in increments of 2 minutes.
Stage 4	Time away from the classroom	Continued disruptive behaviour will result in the child being removed from their classroom and set work in another classroom or quiet area. Parents will be informed over the phone/end of the day.
Stage 5	SLT involved and parents informed.	If there is no improvement in behaviour, the senior teacher/headteacher will become involved and parents will be informed.

For children whose behaviour continues to cause concern over a period of time, the Headteacher will speak to the parent/carer to give them time to discuss their child's behaviour choices and ways forward. If appropriate parents/carers will be encouraged to work with the school to support their child through a pastoral support program (PSP) as part of the *Lincolnshire Ladder of Behavioural Intervention*. Agreed outcomes will be created and a plan of support put in place. Should further support be required once this pathway has been completed, a referral to the Lincolnshire Behaviour Outreach Support Service (BOSS) will be made.

Suspensions and Permanent Exclusions

Only the Headteacher has the power to suspend/exclude a pupil from the academy. The Headteacher may only suspend/exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently if it is deemed appropriate. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if circumstances warrant this. If the Headteacher suspends a pupil, the parents are informed immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The school informs the parents how to make any such appeal.

Restorative Practice

We believe that the people best placed to resolve a conflict or a problem are those who are directly involved. In order to develop community cohesion, and to manage conflict within school, we promote positive attitudes to resolving conflict and challenging behaviour through a restorative approach.

The staff at Branston Church of England Infant Academy use a restorative approach to encourage those involved to be accountable for their actions and responsibility for repairing the harm caused, enabling them to consider the needs of others as well as their own. All staff wear a reminder prompt on their lanyard with key questions that are used to support this approach.

Key Questions:

- Tell me what happened?

- What were you thinking?
- How were you feeling?
- Who has been affected by this?
- What do we need to do to put this right?

Children are encouraged to find positive solutions and take ownership of the behaviour. The process involves active, non-judgmental listening. It may take place with an individual or with a pair/group of children in a challenging situation where children will be encouraged to express their feelings and to understand why each has acted the way they have.

Team Teaching

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education Act 1996: The Use of Force Control or Restrain Pupils. Staff only intervene physically to prevent injury to other people, or if a child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children. Named staff are appropriately trained in 'Team Teach'. An updated list of those with current training can be obtained via the school office. The training uses 'Positive Handling', which includes non-verbal, verbal and, where absolutely necessary, physical interventions. Where physical restraint has been used, a written record will be made and parents will be informed. **The use of reasonable force to address challenging and unsafe behaviour is only used as a very last resort.**

Incidents of Bullying

We consider bullying to be defined in the following way:

- Persistent
- Deliberate
- Where there is an imbalance of power

Bullying can be verbal/emotional, physical, extortion or cyber based. It may also be racist, sexual, homophobic or aimed at those with a disability.

At Branston Church of England Infant Academy we take all incidents of bullying or suspected bullying very seriously. All incident and reports of incidents must be recorded on CPOMS. In addition, they should be reported to the Headteacher who will record the concerns and carry out a full investigation as guided by Appendix B. Parents will be informed and all parties involved will be given an opportunity to discuss what has happened. Support will be provided for both parties to ensure the matter is fully addressed. Any underlying issues will be identified and addressed appropriately. Clear expectations regarding bullying will be discussed and the consequences of failing to follow these will be explained to the child and parents.

Consequences may include:

- Exclusion from playtime/lunchtime
- Internal exclusion
- Suspension or permanent exclusion

Children will be taught about bullying through their PSHE lessons and during planned worships throughout the year. The aim of this is to educate children as to what bullying is, how it affects people and what to do if

it happens to them. Children will be encouraged to tell someone if they feel that they are experiencing bullying of any kind.

When incidents of bullying have been reported and found to be true all relevant members of staff will be informed and the situation will be monitored to ensure the matter is dealt with adequately and there is no reoccurrence.

Appendix 1

Branston Church of England Infant Academy

Academy Committee Statement of Behaviour Principles 2025/26

Rationale and Purpose

Under the Education and Inspections Act 2006, the Academy Committee is charged with the duty to set the framework of the school's Behaviour and Discipline Policy by providing a written statement of general principles, taking into account the needs of all our children.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour Policy, though they must take account of these principles when formulating the policy. The Headteacher is also asked to take account of the guidance contained in the DFE publication 'Behaviour and Discipline in Schools: a guide for Headteachers and staff'. (January 2016)

These principles aim to underpin the Academy Committee's duty of care to all children and employees, to promote teaching and learning and high standards of attainment and advance the reputation of our school. They reflect the shared aspirations and beliefs of the Academy Committee, staff and parents of our Church School.

The Academy Committee at Branston Church of England Infant Academy believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. In our school, we value everyone as an individual, capable of growth, change and development. Distinctive Christian Values of Kindness, Love, Respect, Honesty, Forgiveness and Perseverance, together with British Values, underpin our relationships. We have high expectations that support the development of our children as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Academy Committee expect to be followed and to ensure policy and any related actions are in line with the Equality Act 2010.

Principles

- Every child has the right to learn but no child has the right to disturb the learning of others.
- All children, staff and visitors have the right to feel listened to, to feel and be safe at all times in our school.
- Branston Church of England Infant Academy is an inclusive school, where Academy Committee members expect all members of our school community to respect each other and refrain from acts of discrimination, bullying and abuse of any sort. Measures to protect children from discrimination are set out in the school's Behaviour and Equality Policies. (Equality Act 2010)
- We expect school charters to be clearly set out in the Behaviour Policy and displayed around the school. We also expect these rules to be applied consistently and fairly by all staff.
- Committee members ensure a wide range of rewards, are used to encourage positive behaviour, enabling children to develop a sense of personal responsibility for their own actions.

- Where there are significant concerns over a child's behaviour, Academy Committee members expect school staff to work with parents/carers and implement strategies within school to support any identified behavioural needs, which will be shared between home and school. At all times Academy Committee members expect the needs of vulnerable children and those with any identified Special Educational Needs and Disabilities to be offered appropriate support as outlined in the policy.
- Within our church school, Academy Committee recognise that sanctions must have regard to the individual situation and the child. The Headteacher is expected to use her discretion in their use, ensuring they are consistent, proportional and reasonable. We expect children to be given the opportunity to think about the consequences of their action and make things right again. We also acknowledge that our Christian Value of 'Forgiveness' enables children to make a positive, new beginning.
- The Academy Committee expect the Headteacher to include guidance on the use of 'reasonable force' within the Behaviour and Discipline Policy.
- The school's Behaviour and Discipline Policy will clearly reflect our school's approach to suspensions, which the Academy Committee strongly feel must only be used as a last resort, particularly those that are permanent.

Appendix 2

Child's Name: _____

Date: _____ Time: _____

Adult(s) completing the form: _____

Details of the incident: (continued overleaf if necessary)	
Was there a reason for the incident?	
Names of children involved: (please specify if they were a witness/ involved or instigator etc.)	
Names of other adults involved:	
Any further events following the incident:	
Other information:	
Parent Contacted and Outcome:	
Further Action Required:	

Signed: _____