



The Manor CE Primary School

*Aspire, Believe, Achieve
Shine like stars in the sky*



Behaviour, Anti-Bullying Policy and Exclusion of Pupils Policy

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Philippians 2:15*

Behaviour Policy

1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of the behaviour policy is not a system to enforce rules but rather it is a means of promoting positive and constructive relationships, so that people can work together with the common purpose of establishing a safe and supportive environment which enables everyone to learn successfully. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.5 The school celebrates and rewards positive behaviour as we believe that this will develop an ethos of kindness and co-operation. We aim to achieve this by modelling and establishing high expectations for all to aspire to.
- 1.6 We aim to support pupils to develop consideration and respect for others in order to prepare them for their future lives as adult members of society.

2 Children

- 2.1 We praise and reward children for positive behaviour and learning behaviour in a variety of ways including:
 - Verbal praise for successful behaviour and positive learning attitudes;
 - Stickers and stamps to celebrate positive learning;
 - Class reward systems for both individuals and teams;
 - Certificates for specific achievements and for showing our school Learning Gems;
 - Termly certificates for children who have demonstrated superb learning skills and attitudes over the course of a term (Learning Champions);
 - Our school Values Cup. Children are nominated weekly by their peers and the adults in school if they have demonstrated our school value with the winner receiving the Values Cup.
- 2.2 The school employs a number of staged consequences, both for classroom and playground behaviour, to enforce the school expectations, and to ensure a safe and positive learning environment. We employ the consequences appropriately to each individual situation. A simplified version of this may be used in the Foundation Stage and steps may be skipped for serious misdemeanours (for example, physical harm to another child).

Classroom Negative Consequences	Lunchtime Negative Consequences
Step 1: Verbal reminder about demonstrating positive behaviour. Step 2: Verbal warning that current behaviour is not acceptable. Step 3: 5 minutes of playtime missed. Step 4: 10 minutes of playtime missed. Step 5: Pupil sent to Behaviour Lead. Step 6: Pupil sent to Deputy Headteacher/ Headteacher	Step A: Verbal reminder/warning about demonstrating positive behaviour. Step B: Time Out (5 or 10 mins) Step C: Sent in to see the Behaviour Lead. Step D: Sent in to see the Deputy Headteacher. Step E: Sent in to see the Headteacher.

- 2.4 We expect children to listen carefully to instructions in lessons and to demonstrate positive learning attitudes:
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
 - If a child is disruptive in class, the teacher will promote positive behaviour. If a child repeatedly makes a negative choice, we may isolate the child from the rest of the class until they are in a position to work sensibly again with others.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Another member of staff may be involved at this stage.
- 2.5 If a child threatens or hurts another pupil, the class teacher records the incident on CPOMS and the child has a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child by working in partnership.
- 2.6 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying behaviour are recorded in CPOMS.

3 The role of all staff

- 3.1 All teachers must *'manage behaviour effectively to ensure a good and safe learning environment.'* (Teaching standard 7).
- 3.2 It is the responsibility of everyone to ensure that the school expectations are enforced both within their classrooms and throughout the school. All teachers must ensure that that children in their class behave in a positive and responsible manner during learning time. These responsibilities reflect section 7 of the Teacher Standards.
- 3.3 Teachers discuss the school expectations for behaviour with their class at the start of every academic year. In this way, every child in the school knows the standard of behaviour that we expect.
- 3.4 Everyone in our school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. This is achieved through instilling high expectations for behaviour and ensuring that as adults, we model successful, positive and constructive behaviour at all times.
- 3.5 Everyone treats each child fairly and enforces the classroom codes consistently. All children are treated with respect and understanding. When needing whole class attention, the teacher will raise their hand

and say 'Eyes this way in 5', thereby giving pupils five seconds to finish what they are doing and to stop and listen to the teacher. Children will be praised for stopping and listening promptly.

- 3.6 If a child makes a negative choice in class, the teacher will use the agreed script: "I understand you are (tired, excited, angry etc) but I need you to ...". If a child makes negative choices repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if negativity continues, the class teacher seeks help and advice from the senior leaders in the first instance. Incidents where playtimes are missed (Consequence step 4) or where children are sent to the Behaviour Lead (Consequence step 5) are then logged on CPOMS.
- 3.7 The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.8 If after discussion with parents, the behaviour does not improve, it is the teacher's responsibility to report these concerns to the Headteacher using CPOMS. At times such as these, it may be decided that it is necessary to liaise with external agencies to support and guide the progress of each child. The Headteacher or Inclusion Lead may, for example, discuss the needs of a child with the education welfare officer or members of the LA inclusion support team.
- 3.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Education and Inspections Act 2006: Use of Reasonable Forces. Staff may intervene to restrain children to prevent injury to another person, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.*

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headteacher supports the staff by implementing the policy, by providing training, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of behaviour including issues of bullying and/or derogatory comments relating to disability as well as racist or homophobic language.
- 4.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the Headteacher may permanently exclude a child. The school governors would be notified, through the Chair of Governors, if this were to occur.

5 The role of parents

- 5.1 The school works in partnership with parents to promote consistent behaviour expectations. Parents are expected to support the school's behaviour approach and raise concerns through appropriate channels.

6 The role of governors

- 6.1 The governing body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out and promoting these guidelines.

7 Fixed-term and permanent exclusions

- 7.1 Internal 'exclusion' is a consequence of a serious breach of the school's behaviour code, i.e. a child is not permitted to join their peers on the playgrounds at break time or lunch time for up to a week, depending on the circumstances. This decision is taken by the Headteacher or, in their absence, the Deputy. Occasionally a pupil may need to complete class work out of class under the supervision of the Headteacher if their behaviour in class has caused significant disruption.
- 7.2 Only the Headteacher has the power to exclude a pupil from school. The Headteacher may 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. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion and the period of exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. For the first five days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours and they may be given a fixed penalty notice or be prosecuted if they fail to do so.
- 7.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 7.6 The governing body must consider any exclusion appeals by parents but it cannot direct reinstatement of a pupil if the exclusion is of a fixed period and does not bring the total number of days of exclusion to more than 5 in a term. In this case there is no requirement for the governors to meet with parents.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated (if the exclusion is permanent; if the period of exclusion would result in the total days exclusion being more than 15; or if the pupil would miss a statutory test).
- 7.8 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring of behaviour

- 8.1 Behaviour data is monitored regularly by the Headteacher and Senior Leadership Team to identify patterns and inform preventative strategies. Governors monitor exclusion data and policy effectiveness.

*For further information, please see section 550A of the Education Act 1996 and the Education and Inspections Act 2006 (see Appendix 1). These regulations are clarified in the DfE guidance paper 'Use of Reasonable Force' (2013).

Anti-Bullying Policy

1 Rationale

Our Manor CE Primary School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, between any groups of people in our school community, will be tolerated.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an inclusive school ethos in which bullying is regarded as unacceptable.
- 2.2 We do not label children as ‘bullies’ since any child is capable of behaving in a bullying way. Instead we work with children to identify the consequence of behaviour choices, with the aim that they take responsibility for their actions. This is linked to the promotion of school values and our aim for all children to take responsibility for their actions.
- 2.3 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 We aim to make all those connected with the school aware of our opposition to bullying by making each person’s responsibilities clear.

3 Definition of Bullying

- 3.1 Bullying at The Manor CE Primary School is defined as:
“Deliberate and repeated or persistent behaviour caused by an individual or group which aims to intentionally hurt another individual emotionally or physically.” In school, the acronym STOP is used with the children to help them readily identify bullying. This stands for Several Times On Purpose.

3.2 Bullying Types

Bullying can be **physical** such as:

- Violent and threatening behaviour
- Hitting, pushing or kicking

Bullying can be **verbal** such as:

- Name calling or teasing
- Threatening others
- Derogatory or unkind comments aimed to cause offence

Bullying can be **emotional** such as:

- Excluding or isolating someone
- Name calling or taunting
- Threats
- Ridiculing or humiliating someone
- Spreading rumours

Bullying can be **sexual** such as:

- Sending inappropriate or offensive images to others
- Inappropriate forms of touching

Bullying can be **virtual** (cyber bullying) such as:

- Abusive or nasty texts, emails and messages on social network sites
- Sharing inappropriate or offensive images via phones or the internet

- 3.3 Bullying can happen to people of any age. Although it can happen anywhere, it most commonly occurs to children in school. It is often motivated by prejudice against particular groups, for example on

grounds of race, religion, gender, sexual orientation, physical characteristics or because a child is adopted or has caring responsibilities. However, at our school, we take all types and forms of bullying seriously in order to ensure that our children feel safe and have an equal opportunity to learn and develop.

4. Forms of bullying covered by this policy

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to learning difficulties or disability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or children in care or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

5. What is NOT bullying?

We believe that to deal with allegations of bullying successfully and appropriately it is important to understand what does not constitute an allegation of bullying.

- One-off arguments (or even fights) between children
- Teasing which stops when corrected
- Loss of temper by one child with different children at different times
- Loss of temper during a playground game
- Retaliation by the victim of a 'one-off' incident
- Rough play
- Accidental injury
- Minor 'one off' insults
- The falling out of friends (they often make up!)

5.1 If these incidents occur in our school, they are dealt with following our behaviour policy and are not dealt with as incidents of bullying. However, as a school, we recognise that these behaviours can be unacceptable and upsetting for individuals that are targeted. Behaviour like this will be taken seriously.

6 Responsibilities

- 6.1 Preventing and dealing with incidences of bullying is the responsibility of the whole school community:
- School Governors to take a lead role in monitoring and reviewing this policy
 - Governors, the Headteacher, the Leadership Team, Teaching and support staff are aware of this policy and implement it accordingly
 - All staff communicate the policy to the school community
 - Pupils understand, abide by and respect the policy
- 6.2 The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, sexual orientation, disability, ethnicity, social, cultural or religious background. All

pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping and actively promotes inclusivity.

7 The Role of Pupils

7.1 Pupils must tell an adult if they are being bullied, if they suspect someone is being bullied or if they witness bullying of any sort.

8 The role of Governors

- 8.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 8.2 The governing body monitors the incidents of bullying that occur, via the Headteacher's reports and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 8.3 The governing body will be notified if the Headteacher conducts an investigation into an allegation of bullying, through the standing item of 'safeguarding' in the head teacher report to the FGB. .

9 The role of the Headteacher

- 9.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (teachers, support staff and lunch break supervisors) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 9.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher may also draw the attention of children to this fact at suitable moments. For example, bullying is discussed within the Collective Worship programme as part of our school values and during events such as Anti-bullying week and Safer Internet Day.
- 9.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying.
- 9.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 9.5 The Headteacher ensures that pupils have the opportunity to undertake responsibilities such as Playground Buddies and Peer Mentors supporting pupils to develop positive play behaviour and reinforce the school's strong anti-bullying message.

10 The role of all staff

10.1 All staff in our school take all forms of bullying seriously, and intervene to prevent and investigate incidents and allegations. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If staff deem behaviour to be an act of bullying or of a serious, violent or dangerous nature, they must report this to the Headteacher via CPOMS. Lunchbreak staff

should report their concerns to the appropriate class teacher. Volunteers should report incidents to the teacher with whom they are working.

- 10.2 Any allegation of bullying is dealt with immediately, first by the class teacher and then, if necessary, the Headteacher.
- 10.3 It is every teacher's responsibility to support all children in their class and to establish a climate of trust and respect for all. Through modelling positive behaviour and by praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 10.4 All staff should consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

11 The role of parents

- 11.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 11.2 Parents have a responsibility to support the school's anti-bullying policy, to model positive behaviour and to actively encourage their child to be a positive member of the school. We aim to have an open, honest and supportive dialogue with all families in order to best support our children.

12 Monitoring and review of policy

- 12.1 This policy is monitored regularly by the Headteacher and Senior Leadership Team and its effectiveness is reviewed annually with all staff. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 Although the Headteacher is responsible for the Behaviour Policy, the governing body reviews this aspect of the policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
- 12.3 The anti-bullying section of this policy is the governors' responsibility and they review its effectiveness every two years. They do this through discussion with the Headteacher.

For further information and guidance, please read:

- Behaviour in schools (Dfe, September 2022)
- Preventing and tackling bullying (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, 2022)

This policy should also be read in conjunction with:

- Inclusion Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy