



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Behaviour & Anti- Bullying Policy

Date Written/Reviewed: _____ January 2026
Next Review Date: _____ January 2027
Person Responsible: _____ M Aggus



'Our mission is that we will be happy and successful'

We are a school where children can enjoy learning and where achievement in all aspects of life is celebrated. We want our pupils to develop caring, confident and tolerant attitudes.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children spend a lot of time within the classroom, it is essential that well organised and delivered lessons seek to secure good standards of behaviour. Good behaviour leads to happy children, which in turn leads to high achievement. As a school we expect a good standard of politeness from child to adult or from adult to child.

This policy is written in accordance with 'Behaviour and discipline in schools: Advice for headteachers and school staff, September 2022' and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and of pupils with special educational needs (SEND).

Inclusion

All children deserve to thrive academically and socially. At West Leigh Junior School we adapt our curriculum to ensure it is accessible to meet different needs and high expectations are maintained for all. Inclusion runs through everything we do; it is not a bolt on. We are a community school which strongly believes that we have a duty to provide for the varying needs of our children in order to ensure that they are ready for the next stage of education and beyond.

We have high expectations of **all our pupils**. We firmly believe that with high quality teaching and effective engagement from parents **every child** can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future.

We believe that all our children have an equal entitlement, and should have an equal opportunity to be supported and challenged to maximise their potential, therefore our curriculum is bespoke and allows children to make progress in a variety of ways.

Every child within our school can thrive and we do everything we can to make sure that happens. That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our expertise.

We think about both the long term and the short term. Our ambitions for our children include for them to:

- have personal, spiritual, moral and cultural awareness to learn and achieve;
- have good friendships and relationships;
- live a healthy and independent life;
- be successful in work;
- feel safe and secure.

Responsibilities

Within the classroom the individual teacher is responsible for the standards of behaviour.

Children's responsibilities:

- to work to the best of their abilities, and allow others to do the same
- to treat others with respect and show good manners at all times

- to follow the instructions of the school staff
- to take care of property and the environment in and out of school
- to co-operate with other children and adults

Staff responsibilities:

- to treat all children fairly and with respect
- to raise each child's self-esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rules and sanctions clearly and consistently
- to be a good role model
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each child is an individual and to be aware of their needs

Behaviour Strategies

Good Practice:

- deal with situations in a calm, firm manner avoiding confrontation where possible
- use positive instructional language (PIL) whenever possible and as often as possible
- think carefully about what you are saying and set realistic sanctions
- where possible try to deal with situations yourself to enhance your own credibility and authority
- do not leave children unsupervised as a consequence
- praise children who are doing the right thing as an incentive for others to follow
- be consistent whilst taking into account each child's individual need

Rewards

In our weekly celebration assembly, certificates are given to pupils who have achieved well throughout the week. We also celebrate class attendance and sporting success with our sports trophies.

Learning rewards are given in class to reward 'learning moments'. Children collect these on an individual chart, and are celebrated in assembly when they have collected a full chart.

The school has a team point system, with each child a member of one of four house teams. Team points can be given by any member of staff to reward positive behaviour and achievement.

Behaviours demonstrating the school's 'Golden Values' (empathy, responsibility and integrity) are recognised with a 'little golden thank you' – a quiet recognition and thanks that is put in the child's desk.

Both staff and children can nominate someone to receive a golden thank you.

Consequences

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions.

Staff should have in mind the following process:

- 1) Ask
- 2) Remind
- 3) Consequence

When a pupil does not respond to reasonable requests and reminders, they will be given a consequence. A consequence should be kept in proportion to the inappropriate behaviour. This process is flexible depending upon the needs of the pupil and the situation.

Children should be given opportunities to correct minor inappropriate behaviours before being given a consequence. They need to be regularly reminded of expected behaviour and warned that there will be a consequence for poor choices. Consequences are expected to be in proportion and, if possible, related to the behaviour shown. These could be:

- Missing part or all of break time or lunch time (to complete work or have time out)
- Time in another class/time out from the classroom
- Informing parents/carers
- Visit to year group leader
- Visit to SLT
- Curtailment of extra-curricular activities (clubs)

At all times staff can seek support from colleagues and turn to other people for advice from SLT.

If the pupil fails to respond to additional support and consequences given in class, a member of SLT may be called. The pupil may be asked to leave the class for a short period of time.

The involvement of SLT may lead to further consequences such as an internal exclusion/suspension/permanent exclusion – see below. There may be times when a child needs to calm down in a quiet place away from stimulation and other children. In these situations, a member SLT works with them away from the classroom.

Pupils whose behaviour is consistently causing concern will be discussed with SLT and may be given a behaviour intervention plan. Following a discussion with the SENCO, the pupil's name may be placed on the SEN register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties. The school may seek the support of other professionals such as the Educational Psychologist or Family Support Services.

The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs under the Equality Act 2010.

Pupil Support Systems

Within school we have a full-time pupil and parent support worker, who is able to provide support to pupils experiencing social, emotional and behavioural difficulties. This will involve providing help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. A programme of strategies, which may include lunch time clubs, will be developed between the child, class teacher, parent and SLT where appropriate.

Involving Parents/Carers

When parents are approached it should be to:

- seek their help and support
- inform them of any incidents which may cause their child to become distressed or anxious

Involving parents will, in most cases, follow these steps:

- an informal discussion regarding any incidents of unacceptable behaviour of which they need to be aware (This may happen on more than one occasion)

- the parents are asked to come in for a formal meeting with the class teacher; a senior leader may also be present
- parents are asked to come in for a meeting with a vice principal or the principal

Managing Pupil Transition

When our Year 6 children move on to secondary school, the Year 6 and Year 7 teachers will liaise together to discuss relevant information that needs to be passed on. We aim to make the transition to secondary school as smooth as possible for the children. Our pupil parent support worker works closely with the secondary schools and carries out additional transition sessions with any vulnerable children.

Searching, Screening and Confiscation

In a rare circumstance where the school has reasonable grounds to suspect a child may have a prohibited/banned item, the Principal or Vice Principal and any member of staff authorised by them, have the power to search pupils or their possessions, without consent. Prohibited items include: weapons of any type or any item that could be used as a weapon, drugs, alcohol, tobacco and cigarette papers, fireworks, pornographic images, stolen items, any item that could cause personal injury to, or damage to the property of, any person. Any search which takes place will adhere to the government guidance and act in accordance with Article 8 of the European Convention on Human Rights.

School staff can seize any item found during a search, or any item they consider harmful or detrimental to school discipline. They can retain or dispose of the confiscated item as long as it is reasonable to do so.

All actions will be in line with [government guidance](#).

Pupils' Conduct outside the School Gates - Teachers' Powers

If non-criminal bad behaviour and bullying occurs anywhere off the school premises and is witnessed by a member of staff or reported to school, the school will endeavour to discuss and resolve the issue by liaising with parents and the child. Staff can also discipline a child using the sanctions stated previously if that child is adversely affecting the reputation of the school or poses a threat to another child or member of the public. However, if the situation cannot be resolved, outside agencies may be called in.

We encourage all children to be ambassadors for our school and expect high standards of behaviour at all times when children are wearing their school uniform.

Malicious Allegations

If an allegation is made against a member of staff, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. All allegations should be reported immediately to the principal who will, if necessary, contact the Local Authority Designated Officer (LADO) responsible for advice and follow the allegations management guidelines. Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to impose an appropriate sanction, which could be temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Use of Positive Handling

All staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. We have a number of staff in school who are trained in the use of the 'Team Teach' methods.

- De-escalation of a situation is always the first strategy
- Remain calm
- Send a responsible child to the office so that additional adults can attend the room/playground and SLT is informed

- Remove the rest of the class from the situation e.g. send them out to the hall with the LSA, making sure you have an additional adult to be with you as a witness.
- Talk calmly to the child, listen to their responses
- Allow time to calm the situation; do not get into an argument or get another adult to ask questions if appropriate

'Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.' (George Matthews – Founder)

In the event that a pupil requires positive handling, a parent/carer will be informed at the earliest reasonable opportunity.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Anti-Bullying

Bullying: 'the wilful, conscious wish to hurt or threaten someone'

S.T.O.P – Several Times On Purpose

Ensuring that all young people enjoy learning free from fear of bullying is the responsibility of the whole school community – from trustees to learning support assistants, and parents and carers to young people themselves. It is a basic entitlement that all children learn in an environment which is free from humiliation, threat or abuse. At West Leigh Junior school we address any bullying which may take place as a whole school through staff awareness of this important issue.

Legal Framework

This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986

- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

Definition

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: incidents are not one-offs; they are frequent and happen over a period of time
- Intent: the perpetrator(s) mean to cause verbal, physical or emotional harm; it is not accidental
- Targeting: bullying is generally targeted at a specific individual or group, e.g. because of race, religion, gender or sexual orientation
- Power Imbalance: whether real or perceived, bullying is generally based on unequal power relations

Bullying can take place in the following ways:

- verbal (teasing, making threats, name-calling)
- physical
- emotional, hurting feelings
- silent, involving the isolation of the victim by ignoring him or her, or by excluding him or her from group activities
- deliberate damage to the victim's property, or taking that property without permission.
- online e.g. email, social networks, instant messenger, text messages

All forms of bullying are unacceptable and reports are investigated and recorded by the school Senior Leadership Team. In common with our general behaviour policy, any incidents found to be of a racist, sexual, transphobic or homophobic nature will be fully investigated and reported to the principal, relevant parents, trustees and the Local Authority. All racist, homophobic, transphobic, discriminative incidents and those of peer-on-peer abuse and/or sexual harassment are recorded on an incident sheet found in the vice principal's office. These are filed and kept by the vice principal.

Prevention

We aim to provide our children with the tools to deal with incidents of bullying through our curriculum rather than children relying on us to make the right choices for them. At West Leigh Junior School we have a caring, co-operative whole school ethos which promotes successful social behaviour amongst our children. Our PSHE policy and delivery are annually reviewed with particular consideration to multi-cultural topics and equality issues. Children have engaged fully with the anti-bullying policy and have produced their own child friendly version, which has been shared with parents and is in every classroom. PSHE lessons ensure that themes of friendship and tolerance are regularly addressed. The following units specifically address these issues:

- Why are Friendships Important? (Autumn – Year 3)
- How Can I Show Respect? (Summer 1 – Year 3)
- What is Bullying and What Can I Do About It? (Autumn 2 – Year 4)
- What is the Same and Different About Us? (Spring 1 – Year 4)
- What Does Discrimination Mean? (Autumn 1 – Year 5)
- What Makes a Happy and Healthy Relationship? (Summer – Year 6)

All members of the school community are made aware of the school's anti-bullying policy.

All staff are aware of the signs of bullying. This is addressed within our annual safeguarding training. These include, but are not limited to, the following:

- being frightened to travel to and from school
- asking to be driven to school
- unwillingness to attend school
- becoming anxious or lacking confidence
- drop in attendance
- saying that they feel ill in the morning
- decreased involvement in school work
- returning home with damaged possessions or clothing
- missing possessions
- missing money
- asking for extra money or stealing
- cuts or bruises
- lack of appetite
- unwillingness to use the internet or mobile devices
- becoming agitated when receiving calls or text messages
- lack of eye contact
- becoming short tempered
- change in behaviour and attitude

Procedures

All reported cases of bullying will be challenged by a member of staff and are investigated. The children involved may be asked to write down what has happened. Such cases will always be followed up by staff in the hierarchical system and we will endeavour to make children involved feel supported.

All staff are aware of the process that is required when a bullying incident occurs – please see attached flow chart.

If a pattern occurs with a certain child who is showing repeated evidence of bullying, having not responded to interventions from staff, the following procedures will take place:

- The bullied pupil may be asked to record all events in pictures/writing
- The perpetrator may be required to record all events in pictures/writing
- We will record all discussions with the perpetrator or bullied pupils in writing
- The parents will have been informed and will be made aware that any reports will be put on a child's file for a fixed period and encouraged to support the school and child.
- The parents will be asked to respond either in writing or by visiting the school where records of any discussions will also be kept in writing.

Sanctions

If the Senior Leader investigating is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Senior Leader informs the pupil of the type of sanction to be used in this instance (loss of lunchtime or playtime, etc.) and future sanctions if the bullying continues. The bullying pupil is reminded that some children are deeply affected by the distress that they are causing and that they should change their behaviour.

If possible, the Senior Leader will attempt reconciliation and will obtain a genuine apology from the child who has bullied. Discretion is used here; victims will never feel pressured into a face to face meeting.

We understand at West Leigh Junior School that bullying will vary in extent and degree and we have a responsibility as a whole school staff to lead by example. A school which is caring and values both staff and pupils will have less bullying and will be far more aware of any problems that do occur.

This policy links to the following policies:

- Safeguarding (Portico)
- Equal opportunities
- Child Protection (West Leigh)
- PSHE
- RSE
- Online safety

This policy has been developed in consultation with parents, staff and pupils.

Exclusion Statement

Sanctions

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions. When a pupil does not respond to reasonable requests and warnings, they will be given a sanction.

If the pupil fails to respond to additional support and sanctions given in class, a member of the Senior Leadership Team may be called. The pupil may be asked to leave the class for a short period of time.

Serious incidents (including bullying, harassment and discrimination) are recorded on a serious incident form and held in the Vice Principal's office.

Sanctions are expected to be in proportion and if possible related to the behaviour shown. The sanctions could be:

- completion of work at an alternative time (such as break or lunchtime)
- supervised time out from the playground
- withdrawal from extra-curricular clubs
- removal from class
- Internal/fixed-term/permanent exclusion – see below

Pupils whose behaviour is consistently causing concern will be discussed with the SLT and Portico Behaviour Team and may be given a consistent behaviour management plan. Following a discussion with the SENCO, the pupil's name may be placed on the SEND register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties. The school may seek the support of other professionals. A small number of pupils not on the SEND register may have a consistent behaviour management plan.

Changes to the school day

In order for pupils to achieve success they may be offered a change in the times for their school day. This allows pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. This is a short-term measure and will have a clear end date and review period. Throughout this period regular meetings are held with

parents to provide them with progress information. The increase of time in school is under constant review with the aim of achieving full time as soon as possible.

Exclusions

If, after following the sanctions outlined above, behaviour does not improve, then a fixed-term exclusion may be considered. It is also possible that a suspension will be given for any incident if it is deemed to be serious.

(As an alternative to a suspension where the pupil is expected to be off site, pupils may be offered an internal exclusion where the pupil will be educated away from their class.)

The following are examples of behaviour that could lead to a fixed-term exclusion:

- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the principal considers a suspension appropriate

After each fixed-term exclusion, the principal will call a post-exclusion meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan which may include part time attendance or a positive handling plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a 'cooling off' period
- To enable pupils to learn in a safe, calm environment

During each exclusion, the principal will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to Early Help or other outside agencies

The following behaviour could lead to a permanent exclusion

- Serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor
- Endangering lives
- Persistent unacceptable behaviour, including frequent refusal to follow school rules and regulation as outlined above which has not been modified by fixed-term exclusion
- Possession of a weapon
- Possession of an illegal substance

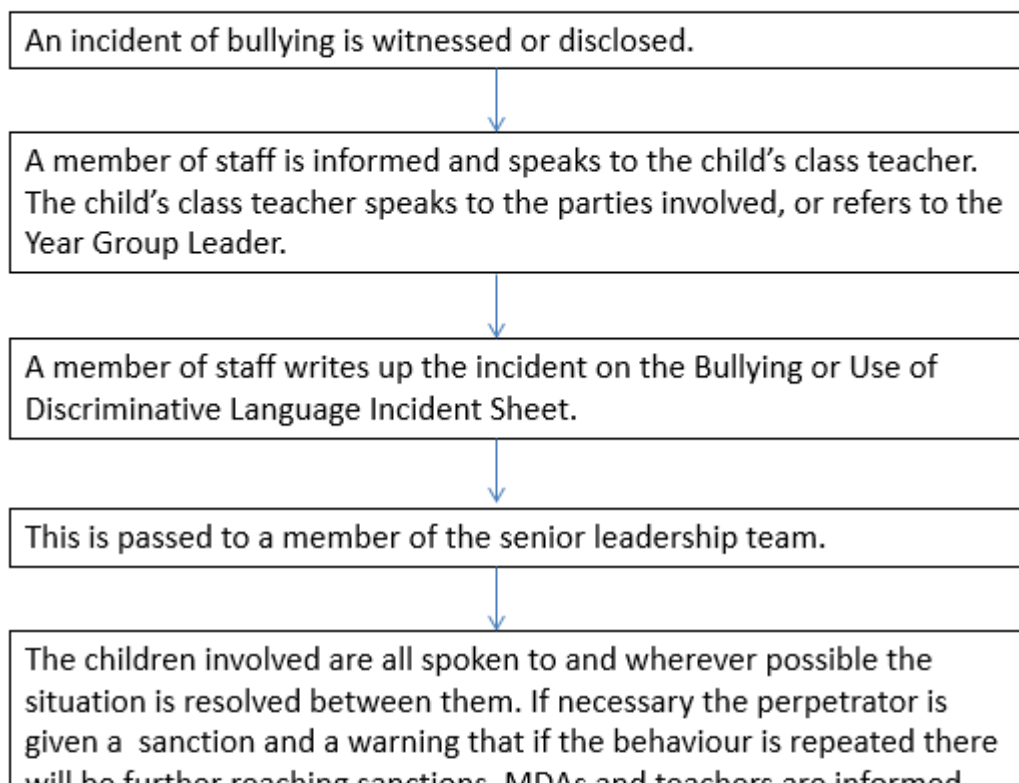
Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion which may be of a blended variety – both physical work to be collected by parents and online work via Showbie. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the principal and cannot attend school events during this time. (For all exclusions we follow the Southend Local Authority guidance.)

Portico Academy Trust/Governance

The principal is required to report to the trustees on the effectiveness of the policy. Exclusions must be reported and in certain circumstances, a Pupil Discipline Committee may be convened to consider exclusion.

Bullying Flow Chart

Recording Incidents of Bullying



Main Principles of Behaviour Management

Ask **Remind** **Consequence**

Maintain a calm, neutral but unwavering attitude and follow through on consequences.

Children don't respect or respond to anger. Authority doesn't come from aggression.

Process

