



Hazel Slade Primary Academy

Behaviour and Anti-Bullying Policy

July 2026

Policy

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BEHAVIOUR

1. Introduction

At Hazel Slade Primary Academy we aim to create a friendly and caring environment where pupils feel safe and supported and can enjoy their learning. Standards of behaviour are high and expectations about how children should behave in school and towards one another are high.

We encourage children to develop positive learning behaviours and relationships and teach them how to develop the skills they need for learning. We expect children to follow the school rules designed to keep everyone safe and to ensure that all pupils can learn without interruption. We engage in restorative practices to determine reasons for changes in behaviour patterns and work with children. Children are encouraged to take responsibility for their own behaviour and to consider the impact it has on others.

This policy is concerned with maintaining good behaviour in school at all times, keeping children safe, ensuring children know where to turn if they need support and supporting pupils and guiding them to make positive choices. Expectations are consistently high in all age groups.

2. Behaviour Intentions

The intentions are based on the following principles:

- Appropriate behaviour is a whole school issue and success arises out of a collaborative and supportive approach
- The purpose of our behaviour intent is to ensure that teachers have the right to teach, and children have the right to learn
- We should aim to focus on the positive to motivate good behaviour
- Practice should be based on clear expectations with certain consequences, based around restorative conversations
- Relationships should be based on mutual respect
- Interventions should always be based on the language of choice

3. Classroom Behaviour Plan

These are the procedures for managing behaviour in the classroom. There are 5 elements:

- Positive relationships based on mutual respect
- Clear Expectations (3 to Thrive)
- Consequences agreed through restorative conversations
- Behaviour Management Techniques
- Preventative Strategies

All classes have a visual display to promote expected behaviours, these take the form of our '3 to Thrive' rules. Teachers use Dojo's, stickers, verbal praise, comments to parents and extra playtime to promote positive elements of behaviours and learning. Gold Certificates are handed out at the end of the week also to celebrate selected children.

4. School Rules

Our school rules set out the expected standard of behaviour.

The school rules are based on the principles of:

- Respect for myself
- Respect for others
- Respect for property

Our 3 to Thrive rules are:



Be Ready



Be Safe



Be Respectful

These rules are further developed and reiterated through PSHE work taking place in each class.

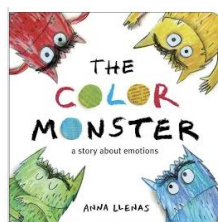
The school rules link with our values displayed in coloured stars throughout our school:

- We care for each other and our school
- We develop all our abilities and talents
- We learn through fun and enjoyable experiences
- We learn together to achieve our best

5. Our Behaviour System

It is important to teach children that consequences are a choice.

- Children are reminded of the 3 rules on the visual display
- If the behaviour continues, they are given a verbal warning, reminded again of our 3 to Thrive and asked to change their behaviour
- If the behaviour continues, they will be asked to discuss their actions and behaviour through a restorative conversation. For EYFS children, they will be asked to spend a couple of minutes on the “sad spot” while a restorative conversation linked to the story ‘The Colour Monster’ takes place



- If they make no attempt to change their behaviour despite restorative intervention, they will be sent to another classroom for the remainder of the lesson (internal exclusion). Parents are informed by the class teacher if this stage is reached
- If it is deemed inappropriate and behaviour escalates, then a member of SLT will be informed who will complete a restorative conversation and an agreed action put in place. Parents are informed by the class teacher if this stage is reached

Fast tracking – Should children be violent, rude or too disruptive it might be necessary to accelerate them to SLT.

The Principal and Assistant Principal reserve the right to intervene in an appropriate manner to support good behaviour in the school.

All incidents of fast tracked, SLT involvement or sanction given will be reported on the CPOMs system and parents informed.

6. Informing Parents

Parents play an important part in supporting appropriate behaviour and therefore good learning. We recognise that what happens at school can affect behaviour at home and what happens at home can affect behaviour at school. Likewise, children are very good at playing one off against another whether that is mum and dad or school and home. What is important is consistency.

To make sure parents are fully informed of their child's behaviour we will do the following:

- Inform parents when their child has done something particularly well
- Inform parents through Gold Book celebrations
- Inform parents when the class teacher is concerned about a child's behaviour or changes in behaviour
- Meet with parents if we have ongoing concerns
- Make a referral for support if a parent needs support at home

7. Behaviour Management Strategies

These are techniques that can be used to support effective behaviour management in classrooms and prevent the need to use the consequences ladder.

- Distraction conversations until pupils are calm enough to engage in a conversation about the chosen behaviours
- Restorative conversations (W.A.R.M)
- Proximity control
- Use of 'I' statements
- Language of choice, "Either ... or ..."
- Body Language
- Good routines support good behaviour

School staff will consider whether misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Mistakes and muck ups happen but we can fix them.
Choose to keep your conversations **WARM**.

W What happened?	How does what happened fit with how we do things at our school? What was I thinking about at the time? What I am thinking now about what happened?
A Affect	Who was affected by what happened? Was what happened fair to them? Was what happened the right thing?
R Repair	What do I need to do to repair things? How will this help put things right? When can this happen?
M Move Forward	How can we make sure this doesn't happen again? What do you need to start/stop/stay doing? If this happens again, what do you think should happen next?

For individual children it may be necessary to develop an Individual Behaviour Plan or RAMP which may include strategies for physical intervention. The school would follow the Restrictive Physical Intervention (RPI) Policy and consult with parents/carers. If RPI intervention is used, then this will be recorded on CPOMS.

8. Support and Review

It is important to realise that you are not alone when dealing with difficult behaviour. Difficult behaviour from individual children is not the sole responsibility of the class teacher as it affects all the school community.

Support is provided by:

- Senior Leadership Team
- SENCO
- Designated Safeguarding Lead
- Mental Health Lead
- District Behaviour Support Team
- The Family Support Team
- Educational Psychology service
- CAMHS
- Action For Children
- Sandbox
- PEGS
- Safeguarding

- Police
- PCSO
- ELSA leads
- Fireworks

9. Dealing with behavioural issues outside school

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school

All incidents are reported on the CPOMs system and parents informed.

ANTI-BULLYING

10. Intentions

Hazel Slade Primary Academy Anti-Bullying Policy outlines what we will do to tackle bullying. At Hazel Slade we are committed to providing a caring, friendly and safe environment for all pupils so they can reach their full potential. Bullying of any kind is unacceptable at Hazel Slade. School staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy. Staff will be vigilant and be aware that victims of bullying may choose to suffer in silence rather than report the bullying.

Consultation with staff, children, governors and parents/carers has taken place with the formulation of this policy. The policy fulfils the requirements of Keeping Children Safe in Education DfE 2024, The Children Act 1989, The Education and Inspection Act 2006 and The Equality Act 2010.

11. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

[DfE "Preventing and Tackling Bullying", July 2017](#)

12. Types of Bullying

Physical – Pushing, shoving, tripping up, kicking, spitting, pinching, biting and punching.

Emotional – Humiliating someone, name calling, leaving someone out, using insulting names or comments.

Driven by prejudice – This might be homophobia, racism or victimising those who have special needs or disabilities. It may be picking on a looked after child because they are cared for away from home, a family who have recently had a bereavement, parents that are separated or picking on a child who cares for a sick relative.

Indirect – Spreading rumours whether true or not.

Cyberbullying – Any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging, online games or emails.

It may also be bullying when:

- The same person or group always leaves someone out or shuns them.
- Someone makes threats of violence against someone else.
- Someone damages someone else's kit or clothing deliberately.
- Someone takes someone else's belongings deliberately.
- Someone tries to force someone else to do something they do not want to do.
- Someone tries to force another to do something sexual they do not want to do.

NB: Although these acts are serious and require adult intervention, they may not be regarded as bullying unless they are an ongoing pattern of behaviour against the victim

13. Preventing Bullying

- All adults model respectful behaviour
- Every child will have their rights respected
- We will work to help everyone understand and respect people with disabilities
- We will use curriculum approaches e.g. through PSHE (**P**ersonal, **S**ocial, **H**ealth and **E**conomic education) and Citizenship lessons and E-Safety lessons. Also, through our approach to the importance of British values
- We will carry out Anti-Bullying projects e.g. poster competitions, writing poetry, stories, drama etc
- We will recognise national Anti-Bullying week and Safer Internet Days
- We will set up easy ways for children to report bullying e.g. through worry boxes in class
- We will work with the NSPCC to educate our staff, our pupils and our families
- We will use 'Play Leaders' to support pupils at break and lunchtime

14. What will happen if a child reports bullying?

- We will listen respectfully to the child
- We will take steps to stop the bullying
- We will provide support for children who have been bullied and work with anyone who bullies to help them change their behaviour.
- We will monitor and follow up incidents to ensure the bullying has stopped
- We will liaise with parents/carers as needed
- We will involve outside agencies as appropriate
- Concerns with bullying will be recorded and shared with the LGC at the termly meetings

Staff will:

- Record the disclosure on CPOMS
- Talk to the child and agree actions to resolve the situation
- Encourage the perpetrator(s) to recognise and acknowledge the hurt that they are causing and work with them to learn to change their behaviour for the future
- Follow the schools Relationship and Anti-Bullying Policy to ensure sanctions are applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. Staff will liaise with parents/carers to support children individually
- Monitor and follow up incidents to ensure the child is safe
- Report any incidents to the Principal or Assistant Principal
- Ensure they are aware of the Anti-Bullying Policy and approach

15. Parents/Carers and the wider Community

- Parents /Carers are to contact their child's class teacher if any concerns are raised by their child at home regarding bullying in school
- We will contact/respond to parents promptly when bullying issues come to light, whether their child is the one being bullied or the one doing the bullying
- We will ensure that the parents/carers are aware of the school's complaints procedures on the school website, or at request via the school office
- We will work with parents, carers and the local community to address bullying issues that arise out of school.

16. It is the responsibility of:

- Academy leaders, governors and SBMAT leaders to take a lead in monitoring and reviewing this policy and ensuring that staff receive relevant and professional development as appropriate
- The whole school community to be aware of this policy and implement it accordingly
- Pupils to abide by this policy
- Parents/Carers to liaise with the class teacher and school

17. Child on Child Abuse

At Hazel Slade Primary Academy, staff are aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment: physical harm; sexting and initiating/hazing type violence and rituals. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Behaviours by children should never be passed off as "banter" or "part of growing up". The DfE states "child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection issues"

Concerns about child on child abuse should be reported to the schools designated safeguarding lead – Katie Challinor or Designated Deputy Safeguarding leads; Louise Hancock and Samantha Mason. Victims of child on child harm will be referred to specialist agencies if appropriate.

All incidents are reported on the CPOMs system.

Links with other school policies:

- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- Internet Safety Policy

18. Monitoring & Evaluation

This policy will be reviewed every two years.