



Preparation for life's journey

Behaviour and Anti-Bullying Policy

Gresham Village School and Nursery

Written by	Faye Herron
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Our School Values: Respect, Encourage and Enable, Aim High

At Gresham Village School and Nursery we aim for our pupils to grow into kind, compassionate, positive, resilient, self-aware young people who understand how to work with others to look after their own and each other's mental and physical health. We understand that all behaviour is a form of communication and therefore it is vital for us all to work together to unpick its underlying cause so that we can support our pupils and their families to address it. This does not remove consequences for poor behaviour. We believe that this needs to be used proportionately and appropriately for our children to learn and help to prepare them for their future.

Statement of Intent

We know that for effective teaching and learning to take place, all pupils must understand the importance of positive behaviour. Synergy Trust and Gresham Village School and Nursery are committed to implementing strategies that promote positive behaviour. As a school this is through the Norfolk Steps approach with all of our staff 'Step On' trained and two members of our staff trained to be Step Tutors. 'Step On' training is based on sound, evidence based principles such as consistency, de-escalation, behaviour analysis and differentiated planning. We believe that all pupils and adults in school should feel safe and that no-one should feel threatened by anyone else's behaviour. As such, any behaviour that threatens another person's wellbeing, whether intentional or unintentional, will be acted on swiftly and decisively to protect everyone in school.

At Gresham Village School and Nursery we will endeavour to:

- Know and understand every pupil by building positive relationships
- Teach positive and appropriate behaviours, alongside managing poor behaviour consistently
- Support pupils to understand and regulate their own behaviours
- Use classroom management strategies to support good classroom behaviour
- Use simple and consistent approaches as part of our routines
- Where necessary, use targeted approaches to support and manage individuals with additional needs.
- Work positively with parents/ carers to support pupils
- Have a zero tolerance to bullying

By doing these things, we aim to:

- Provide a safe environment, free from bullying, disruption, aggression, discrimination and any form of harassment
- Make every pupil feel valued and cared for by fostering positive relationships based on mutual respect
- Create a positive culture where pupils' hard work and kindness are recognised and rewarded.
- Ensure equality and fair treatment for all

Our school culture will consistently promote high standards of behaviour and will provide any necessary support to ensure that all pupils achieve and thrive. We have high expectations of behaviour for all pupils and will support our pupils with Special Educational Needs to achieve those standards, in line with the Equalities Act 2010.

Parameters:

This policy applies to all pupils:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform, or identifiable as a pupil of the school
- If involved in a more serious issue outside of school (for example, an issue which has gained police involvement)

Although Gresham Village School are not responsible for issues relating to social media outside of school hours, we will continue to educate and support our pupils to be safe and demonstrate appropriate behaviour online.

Roles and Responsibilities

School Governors:

- To ensure the policy is reviewed annually
- To oversee and monitor the implementation of this policy
- To review any feedback regarding this policy at local governing body meetings
- To fulfil all duties in line with the Synergy Multi-Academy Trust's Suspension and Exclusion Policy

Headteacher:

- Implementation and day to day management of the policy and procedures
- Ensuring all staff are fully trained in our behaviour management strategies and procedures
- The regular monitoring of the use of consequences to identify any inconsistencies
- Review and evaluate any support and consequences to ensure their effectiveness
- Ensure that this policy and our procedures are consistently and fairly applied

All staff

All staff have the responsibility to consistently:

- Model the calm, positive and respectful behaviour we expect from our pupils. This includes greeting our pupils with a smile around the school and being aware of the impact a 'blank/ emotionless' face can have.
- Create a supportive, high quality learning environment where there are high expectations of behaviour.
- Challenge any poor behaviour and/or bullying and address this in line with our procedures in school
- Apply our school rules while encouraging positive behaviour and good choices
- Support their colleagues or volunteers to apply our school rules and procedures
- Be mindful that a pupil may be in a heightened state and consider this when dealing with any poor behaviour.
- Implement children's positive behaviour support plans and use the associated scripts where appropriate.
- Be curious about behaviour and not approach with assumptions or judgement.
- Communicate any behaviour incidents or concerns in a timely manner and record these using CPOMs.
- Apply all Teacher and Non-Teacher standards as published by appropriate bodies, including the DfE, Trust and the school.
- Advise the Headteacher on the effectiveness of this policy and procedures

Parents and Carers:

Effective collaboration between parents, carers and school staff is key when supporting pupils who are struggling to meet school behaviour expectations and/or to manage their own emotions.

- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child
- Partnership between parents, carers and the school is promoted to assist in maintaining high standards of behaviour
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

The DfE state that bullying is usually defined as behaviour that is repeated, and is designed to hurt someone or a group of people physically or emotionally. These behaviours can include physical assault, teasing, making threats, name calling and cyberbullying.

Pupils

- Pupils are responsible for their own behaviour both inside school and out in the wider community. We understand that we need to support some of our pupils who are still learning how to behave.
- We encourage our pupils to be upstanders, not bystanders and to report any poor behaviour to school staff.
- Pupils are expected to co-operate honestly with any investigation into poor behaviour.

- To maintain a safe and positive environment, we will not tolerate any accusations of 'snitching' or accept this as an excuse for withholding information.

Definitions

Serious Unacceptable Behaviour

For the purpose of this policy, Gresham Village School and Nursery define Serious Unacceptable Behaviour as any behaviour which may cause harm to oneself or others, damage the reputation of our schools within the wider community, and/or any illegal behaviour. This includes, but is not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and causes emotional upset to an individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – behaviour that is repeated and designed to hurt someone or a group of people physically or emotionally. These behaviours can include physical assault, teasing, making threats, name calling and cyberbullying.
- Possession of banned items
- Refusing to comply with disciplinary consequences and sanctions
- Theft
- Threatening behaviour and verbal abuse (including swearing)
- Physical aggression
- Intentionally damaging school property

Unacceptable Behaviour

For the purpose of this policy, Gresham Village School and Nursery define Unacceptable Behaviour as any behaviour which may disrupt the education of the perpetrator and/or other pupils, and disrespectful behaviour towards any member of the school community. For example:

- Defiance
- Disrespectful behaviour
- Disruption to others' learning, work or play activities
- Dishonesty
- Disregarding school values and rules
- Not following the class contract

Unacceptable Behaviour may be escalated to 'Serious Unacceptable Behaviour' depending on the behaviour breach.

Rewards and Consequences

Rewarding Positive Behaviours:

At Gresham Village School and Nursery we firmly believe that celebrating successes and positive behaviour is vital to an effective behaviour management system. Each class may have their own rewards system in place to encourage, motivate and support our high expectations of behaviour which will have been designed with their own pupils in mind.

The following are our whole school reward systems:

- **Star of the Week:** Two children are chosen on a weekly basis to receive a 'Superstar Award'. Teachers speak about the nominated pupils and their achievements in our Friday Celebration Assembly.
- **House Points:** Our children receive house points throughout the day for making positive choices, completing their work to a high standard and demonstrating our school values. At the end of each term, the winning House receives a reward.
- **Headteacher Letter:** At the end of each half-term, pupils who consistently demonstrate our school values and make excellent choices receive a letter from the Headteacher. This outlines why they have been nominated and invites them to have hot chocolate and cake to thank them.

Managing Challenging Behaviour:

At Gresham Village School and Nursery, all behaviour management takes into consideration the age and developmental stage of the pupil involved, as well as any SEND. Our aim is to continuously support our pupils to understand their own emotions and to self-regulate effectively. We explicitly teach this through the Zones of Regulation lessons. We also teach our pupils about the impact our behaviour can have on others and try to deal with any behaviour using a restorative approach accompanied by an educational consequence, wherever possible.

Each class has collaboratively created a class contract which all pupils have signed. This is reviewed and referred to regularly throughout the school year by the class and their teacher.

In lessons, to manage any of the Unacceptable Behaviours listed, the teacher or support staff will use the following procedure:

- The teacher or support staff will use positive language and tone of voice to support the pupil to understand expectations. For example, 'listening thank you' instead of 'stop talking'.
- If the pupil continues, the teacher or support staff will talk to them on a 1:1 basis. The aim of this is to support them to make positive choices.
- If the behaviour persists, the pupil will be taken to the Headteacher's office with their work. If the Headteacher is unavailable, they should be taken to another class and the Headteacher informed at the earliest opportunity.
- The Headteacher will have a conversation with the pupil about their behaviour to try to understand its cause and, if necessary, make a plan with the pupil and the class teacher to support this.

Out of lesson times, to manage any of the Unacceptable Behaviours, staff members will use the following approaches:

- Positive language and tone will be used to support the pupil to understand expectations. For example, 'walking thank you' instead of 'stop running'.
- If the pupil continues, the teacher or support staff will talk to them on a 1:1 basis. The aim of this is to support them to make positive choices.
- If the behaviour persists, an appropriate consequence should be put in place. For example, the pupil may need to be sent inside to calm and reflect if they are not making good choices on the playground.
- Where possible, we use a restorative approach with our pupils. This means that all affected pupils and staff are involved in the discussion and the consequences. This helps our pupils to learn from their mistakes and to take on board how their behaviour has affected others. Those who have been impacted know they have been listened to and understand other perspectives. Under the guidance of an adult, consequences are agreed upon by those involved and the focus can then be on how to repair relationships.

For any Serious Unacceptable Behaviours in or out of the classroom, the Headteacher or a Senior Teacher will be called to support with de-escalation and the child will be removed from the area while an investigation takes place.

Consequences:

- Those pupils who have been sent to the Headteacher or another classroom due to their Unacceptable Behaviour, will miss some of their break time to have a reflective conversation. This time will be used to discuss what happened and to support them to make different choices in the future.
- Pupils who have been sent inside at any break-time will also spend some of this time having a reflective conversation as outlined above.
- Internal Suspension – where pupils work and play away from other pupils, usually in the Headteacher office, for a period of time.
- External Suspension – where a pupil is not allowed in school for a fixed period of time. The length of the suspension may depend on the severity of the Serious Unacceptable Behaviour, will consider how many times the pupil has demonstrated this behaviour historically and the time needed to plan and contact other agencies for support. The purpose of a suspension is to protect all pupils and adults at school, to review and adapt plans around a child which may involve seeking advice from other professionals as well as to issue a consequence for the child's actions.
- Permanent Exclusion – this will be in line with the Synergy Multi-Academy Trust Suspensions and Exclusions Policy.

At any stage, the Headteacher may choose to escalate the level of consequence according to the individual circumstances of the situation. Internal suspensions, fixed term suspensions and permanent exclusions can only be issued by the Headteacher.

Additional Support:

- Where a pupil persistently demonstrates Unacceptable Behaviours, we will support them by using a Behaviour Support Chart. This chart allows the pupil and the adults to stop and reflect on behaviour together at regular times throughout the day and then agree a score for each period. For some of our younger pupils, this may be simplified as a sticker or tick chart. This system allows the pupil to see how their behaviour is mostly very positive whilst also helping to identify the triggers for poor behaviour. Strategies and support can then be agreed to help manage or avoid these triggers. The chart is taken home daily so that the parents and carers can also celebrate the high scores/ ticks/ stickers, and discuss and reflect on any lower scores/ missing ticks or stickers to support their child.
- Where a pupil displays challenging behaviours despite the above behaviour management procedures and consequences being consistently applied, we will create a more in-depth Positive Support Behaviour Plan. This will be shared and reviewed regularly with parents and carers. Where necessary, support from external agencies such as the Norfolk County Council SEND and Inclusion team will be sought.

Use of Force/ Restraint:

On very rare occasions, staff may need to restrain a pupil in order to ensure the pupil and others are safe. This is only considered as an absolute last resort and will only be carried out by staff who are trained in how to carry this out safely. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- Causing personal injury to, or damage to the property of, any student (including the student themselves) or
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- Any teacher who works at the school, and
- Any other person whom the Headteacher has authorised to have control or charge of pupils. This includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and midday supervisors.

Anti-Bullying Procedures:

Bullying is not tolerated at Gresham Village and Nursery School. Every pupil has a right to learn in a safe environment, free from harassment and bullying. Bullying is something we take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes pain and distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educational, emotional and social development.

There are four main types of bullying:

- Physical – hitting, spitting, taking possessions
- Verbal – name calling, teasing, making abusive comments
- Indirect – spreading nasty stories
- Cyber – texting, emails, social media messages

Everyone (staff, pupils, parents/carers and member of our community) has a role to play to stop bullying. We know that pupils with special educational needs or disabilities are much more likely to be bullied than other pupils. It is very important to be on high alert for any signs that bullying is taking place.

Pupils – if you are being bullied in school:

- Talk to any trusted adult. This may be a member of staff or an adult at home who can then talk to us.
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not in the wrong, they are.
- You will be taken seriously and a record of your report will be kept.
- If you are bullied online, keep all messages/ screenshots or emails as evidence.

Pupils – if you see someone else being bullied at school:

- Talk to a trusted adult at school or at home who can then talk to us.
- Remember our school mantra – be an upstander not a bystander.
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not in the wrong, they are.

Parents/ Carers – if your child is being bullied or is bullying someone else in school:

- Contact the school and ask to speak to the Headteacher or a Senior Teacher as soon as you can
- In the meeting, try to be clear and specific about what your child has experienced.
- Reassure your child that we will be taking this very seriously and will act protectively in school while we investigate. Explain to them that we will need to listen to them directly to fully understand what has been happening and agree a plan.
- To combat online abuse and cyber bullying, ensure that your child is careful about who they share their phone number/ email address with. Please monitor their phone use and the social media apps they are using.

What happens when bullying is reported?

- As part of the investigation, all parties will be met with to build an understanding of what has been happening. Parents/ Carers and friends may be present to support.
- A plan of action will be agreed upon which will consider the victim's and their parents/carers wishes. This will include regular check ins with the victim to support their wellbeing.
- During the discussion with the alleged bullies, staff will ensure that they understand the impact their behaviour is having on the victim. It will also be an opportunity for them to add any further context and information from their own perspective which may need to be considered.
- A plan will also be agreed upon with the alleged bullies, according to their responses. This may include a consequence for their actions so far as well as a clear agreement about future behaviour towards the victim. There will also be a clear plan to escalate consequences should any further bullying behaviour occur.
- All parents and carers will be fully informed of the accusations, any responses and what action is being taken as a result.
- All actions will be fully documented on CPOMs and will be reported to Governors at the next local governors meeting.

