



Bradfield C of E Primary School

BEHAVIOUR POLICY

Policy Name	Behaviour Anti-Bullying Exclusions
Description	This policy covers how the school deals with Behaviour.
Status	Statutory Policy
Related policies and procedures	Behaviour Steps Document SEN Policy Child Protection and Safeguarding
Approval level	FGB
Approved by the Governing Board on	11/12/25
Frequency to be reviewed	Annually
Latest Date for Next Review	December 2026
Version + Schedule of Amendments	Amended October 2022 Policies combined and re-written Nov 2022 Behaviour Steps added Nov 2023 Amended November 2025
Signed Headteacher	<i>JDavies</i>
Date of Signature	10/11/25
Signed Chair of Governors	<i>RMorris</i>
Date of Signature	11/12/25

Our school's strong Christian ethos and values underpin all we do at Bradfield CE Primary School. We encourage our pupils to be caring, supportive and demonstrate our values at all times.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour and discrimination.

We encourage pupils to achieve in a learning environment where self-discipline is promoted, good behaviour is the social norm and children are equipped with the emotional literacy needed to respectfully articulate their thoughts and feelings.

We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We aim to work closely with our Pupil Parliament and other pupil leadership groups to hear their views and opinions. As a Rights Respecting School, we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and express their views.

As a school community, we have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Safeguarding

At Bradfield CE Primary, we believe in creating a whole school culture that is safe and inclusive.

Our aims are underpinned by the prevailing nature of our school culture: respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

Our objectives are:

- To safeguard pupils and protect staff
- To make explicit expectations of performance and conduct
- To minimize the opportunities for abuse
- For all staff to have confidence to report concerns with full confidentiality
- For pupils to have the confidence and mechanisms to report concerns to staff with full confidentiality
- To respond promptly to concerns: we always investigate and address issues
- To exercise appropriate consequences
- To create and maintain an ethos of mutual respect, openness and fairness

Aims of this policy

- To create a culture that makes everyone in the school community feel valued and respected and develops a positive attitude towards self-worth.

- To respect and value all children and view the diversity of cultures, lifestyles and needs within school as a positive resource.
- To promote good behaviour by developing positive working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others and providing regular opportunities to discuss what bullying is and its impact.
- To develop self-regulation and resilience.
- To develop emotional literacy.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy
- duty to review Prejudice related incidents

Role of the Headteacher

The Head teacher will:

- determine the detail of the standard of behaviour that is acceptable to the school
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- work hard with everyone in the school community to create a culture that makes everyone feel valued and respected
- promote good behaviour by forging positive working relationships with everyone involved with the school
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure the health, safety and welfare of all children and staff in the school

- work closely with governors
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff as necessary
- monitor the effectiveness of this policy
- annually report to the Governing Body on the success and development of this policy
- report to the Governing Body any Prejudice related incidents termly
- monitor Prejudice related incidents, looking for patterns and trends

Role of School Staff

School staff will:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and consequences fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend training on behaviour management;
- ensure the health and safety of the pupils in their care;
- proactively identify problems that may arise and offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- obey all health and safety regulations in all areas of the school;
- liaise with the Pupil Parliament to make suggestions about improving school behaviour;
- take part in questionnaires and surveys
- undertake regular PSHCE activities to build knowledge

Role of Parents and Carers

Parents and Carers are encouraged to:

- comply with this policy;
- have good relations with the school;

- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and consequences, including my attending behaviour meetings as requested
- be asked to take part periodic surveys conducted by the school;
- notify school of any circumstances where behaviour may be impacted by events at home
- seek help when behaviour at home may impact on behaviour at school

Our response to behaviour

Our Behaviour Steps document, which can be found on our website, shows the practical ways that anti-social behaviour is managed in school and the ways in which parents are included in this response. This document illustrates our proactive approach to behaviour and to building and maintaining a strong home/school relationship.

Reasonable Adjustments and SEND

The school recognises that some pupils have identified or emerging special educational needs or disabilities that impact on their ability to regulate behaviour. In these cases, reasonable adjustments will be made to behaviour responses, with a focus on regulation, de-escalation and safety rather than automatic sanctions. Physical behaviour and unsafe language are recorded and shared with parents and form part of ongoing assessment and support planning. Further detail is set out in *Appendix X: SEND, Regulation and Safety Thresholds*.

School exclusions

Exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child. (See the school's Exclusion Policy for more details).

Appendix X: SEND, Regulation and Safety Thresholds

(To be read alongside the Behaviour Policy, Behaviour Steps Document and Exclusions Policy)

1. Purpose of this Appendix

Bradfield CE Primary School is committed to inclusion, safeguarding and high expectations for behaviour. This appendix sets out how the school makes **reasonable adjustments** to behaviour responses for pupils with identified or emerging Special Educational Needs and Disabilities (SEND), while ensuring that **staff, pupils and the learning environment remain safe**.

This appendix clarifies:

- how behaviour expectations are applied fairly for pupils with SEND
- how regulation and de-escalation are prioritised
- the circumstances in which **protective consequences or exclusion may still be necessary**

It does **not** replace the Behaviour Policy. It explains how it is applied in SEND contexts.

2. Behaviour Expectations Remain in Place

All pupils at Bradfield CE Primary School are expected to behave in a way that keeps themselves and others safe, supports learning, and reflects the school's values.

Having SEND does **not** mean:

- behaviour expectations are removed
- unsafe behaviour is accepted
- harm to others is tolerated

However, the **response** to behaviour may be adapted to reflect a pupil's developmental stage, regulation needs and capacity at the time of the incident.

3. Reasonable Adjustments to Behaviour Responses

For some pupils with identified or emerging SEND, particularly those with social, emotional, communication or regulation needs, the school may use **differentiated behaviour responses**.

These may include:

- prioritising de-escalation and regulation over sanctions
- increased adult support or supervision
- use of calming spaces or reduced stimulation
- adapted consequences focused on recovery, reflection and repair
- flexibility around timelines or transitions

These adjustments are made in line with:

- the Equality Act 2010
- statutory SEND guidance
- the school's safeguarding duties

All incidents involving physical behaviour or unsafe language are **recorded accurately and shared with parents** and form part of ongoing assessment and planning (including EHCP evidence).

4. Clear Safety Boundaries and Non-Negotiables

Reasonable adjustments **do not** mean unlimited tolerance.

The school has a duty to safeguard:

- pupils
- staff
- visitors
- the wider learning environment

Where behaviour presents a **serious or sustained risk**, further action will be taken.

5. Definition of "Serious Harm" (Early Years and SEND Context)

In the context of young children and pupils with SEND, "serious harm" is defined by **risk and impact**, not intent.

Suspension or exclusion **may be considered** where one or more of the following applies:

- **Injury** to a child or adult requiring medical attention, first aid beyond minor treatment, or preventing the adult from continuing work
- **Targeting of vulnerable areas**, including the head, face or neck
- **Use of objects** in a way that could cause injury to others
- **Repeated physical assaults** within a single incident or session
- **Escalation of behaviour** despite appropriate de-escalation and support
- **Loss of ability to maintain safety**, where reasonable adjustments are no longer sufficient

In applying these thresholds, the school recognises that serious harm may arise through cumulative risk as well as through a single severe incident. Repeated physical assaults on staff or pupils, even where individual incidents result in minor injury, constitute a safeguarding concern and will normally be considered to meet the threshold for suspension where safety cannot be reliably maintained despite reasonable adjustments and de-escalation.

Each situation will be considered **case by case**, taking account of the pupil's needs, history and support in place.

6. Disruption to Learning

The school recognises that persistent disruption can impact the education and wellbeing of others.

Where a pupil's behaviour:

- significantly disrupts learning
- prevents staff from teaching safely
- impacts repeatedly on peers

the school will:

- review and strengthen support plans
- consider protective consequences or internal exclusion
- consult with parents, SEND professionals and the Local Authority

In some cases, suspension may be used **not as a punishment**, but as a **protective measure** to allow time for review and planning.

7. Relationship to Exclusion

In line with the Exclusions Policy:

- exclusion is always a **last resort**
- SEND and mitigating circumstances are always considered
- exclusion may still be necessary where safety cannot be maintained

The presence of SEND does not prevent exclusion where thresholds are met, but it does require that decisions are **careful, proportionate and evidence-informed**.

8. Review and Accountability

This appendix:

- is approved by the Governing Body
- is reviewed annually or in response to changes in statutory guidance
- supports consistent decision-making by staff

Its purpose is to ensure that Bradfield CE Primary School remains:

- inclusive but not permissive
- compassionate but not unsafe
- fair to individuals and the wider school community



Bradfield C of E Primary School

ANTI-BULLYING POLICY

Policy Name	Behaviour Anti-Bullying Exclusions
Description	This document provides an overview of how bullying is handled in school
Status	Non-Statutory Policy
Related policies and procedures	Behaviour Policy
Approval level	FGB
Approved by the Governing Board on	11/12/25
Frequency to be reviewed	Annually
Latest Date for Next Review	November 2026
Version + Schedule of Amendments	Policies collated into a suite Sept 2022 DfE updated guidance included Sept 2022 Updated November 2025
Signed Headteacher	<i>JDavies</i>
Date of Signature	10/11/25
Signed Chair of Governors	<i>RMorris</i>
Date of Signature	11/12/25

At Bradfield CE Primary School, we believe that bullying of any kind is unacceptable and will not be tolerated. However, we also recognise that the most effective way to address bullying is to prevent it from taking root in the first place. Through our strong Christian ethos, clear behaviour expectations, inclusive culture and focus on emotional literacy, we work deliberately to create an environment where kindness, respect and belonging are the norm, and where bullying behaviours are less likely to occur.

When bullying does occur, it is taken seriously and addressed promptly, transparently and effectively, so that all members of our school community feel safe, heard and supported. This is an area that the school takes very seriously. Children need to have a clear understanding of any unacceptable behaviour and its consequences.

Bullying is:

Deliberate, targeted, hurtful behaviour repeated frequently over a period of time.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet, such as email and internet chat-room misuse
- Mobile threats by text messaging & calls (internet access at school will be supervised).
- Misuse of associated technology, i.e. camera and video facilities
- Bullying can be reported to any member of school staff who will report it to the Headteacher and record it on the school's online safeguarding software.

Signs and Symptoms of bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these signs and investigate further if a child:

- Is frightened of walking to or from school.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning.
- Begins to under-perform in school work.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

NB this is not a definitive list but suggests some of the signs and symptoms and should be taken seriously and investigated as soon as possible.

To ensure the success of the anti-bullying policy, staff are expected to:

- Follow the guidance from the Behaviour Policy
- Remain calm. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident seriously, act as quickly as possible
- Reassure the victim(s) - don't make them feel inadequate or foolish, offer to help the victims
- Make it plain to the bully that you disapprove, and their behaviour is unacceptable
- Encourage the bully to see the victim's point of view
- Record the incident on the school's online safeguarding software
- Use circle games and activities within the PSHE Curriculum to increase pupil's self-esteem, help pupils to challenge bullying behaviour and to develop their own good behaviour.
- Support pupils who are bullying to learn different ways of behaving.

To ensure the success of the anti-bullying policy, the Headteacher will:

- Speak to all children involved separately or if appropriate in a group
- Identify the problem and suggest possible solutions
- Take appropriate action to end the bullying behaviour. (See Behaviour Policy)
- Ensure that support is given to both the bullies and the victims. Take care not to react aggressively or punitively as it gives the message that it is ok to bully if you have the power
- Invite the parents into school if the bullying continues or in more serious cases
- Use mediating meetings if necessary, with both parents and pupils present to resolve the issues
- Incidents and follow up actions will be recorded and kept on file
- In repeated or serious cases, the school may follow the following sanctions; lunch time exclusion, fixed term exclusion, permanent exclusion
- Make staff aware of any child causing concern either as a victim or as a bully.
- Report incidents to the Governing Body.



Bradfield C of E Primary School

EXCLUSIONS POLICY

Policy Name	Exclusions Policy
Description	This document provides an overview of the Exclusion process
Status	Statutory Policy
Related policies and procedures	SEN Policy Antibullying Policy Child Protection and Safeguarding
Approval level	FGB
Approved by the Governing Board on	11/12/25
Frequency to be reviewed	Annually
Latest Date for Next Review	November 2026
Version + Schedule of Amendments	Written March 2016 Reviewed March 2021 Amended to include latest DfE guidance Nov 2022 Reviewed November 2025
Signed Headteacher	<i>JDavies</i>
Date of Signature	10/11/25
Signed Chair of Governors	<i>RMorris</i>
Date of Signature	11/12/25

Introduction

By working with parents and pupils we aim to create a community where children feel safe and secure whilst learning to become good members of society. Bradfield CE Primary School aims to include not exclude, and will approach all challenging behaviour in a supportive and positive way. The school strives to never give up easily on a pupil as we recognise that each person has a unique contribution to make to school life and we will support them to achieve this.

Bradfield CE primary School will consider all potential exclusions on a case by case basis. In line with statutory guidance the school may choose to exclude a child in response to a serious breach or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

SEND and Exclusion

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments for pupils with identified or emerging SEND. However, the presence of SEND does not prevent exclusion where behaviour presents a serious or sustained risk, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. In such cases, decisions will be proportionate, evidence-informed and taken as a last resort

Where a pupil with identified or emerging SEND displays repeated unsafe behaviour, exclusion may be used as a protective measure where reasonable adjustments and support are no longer sufficient to maintain safety for the pupil, staff or others. Any such decision will be taken on a case-by-case basis, with SEND, age and mitigating circumstances fully considered.

The school's exclusion policy is in line with the government statutory guidance on exclusions (<https://gov.uk/government/publications/school-exclusion>).

The categories for reporting of exclusions that are used by the school are:

- Verbal abuse/threat to an adult
- Verbal abuse/threat to a child
- Physical assault against an adult
- Physical assault against a child
- Bullying
- Misuse of illegal drugs
- Misuse of other illegal substances.
- Significant and deliberate damage to property
- Persistent and disruptive behaviour for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Racist abuse
- Sexual misconduct
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Theft
- Carrying or threat of use, of an offensive weapon or prohibited item.
- Arson

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Types of Exclusion

Internal Suspension

Internal Suspension is when a pupil is excluded from the rest of the school and must work away from their class/classes for a fixed amount of time. This will be in a setting deemed appropriate by the Headteacher. An internal suspension is a discretionary measure where a pupil's behaviour has escalated, and more serious measures need to be taken beyond the normal classroom behaviour policy. When a pupil is internally suspended parents will be informed by the Headteacher or member of the senior leadership team. In most cases an internal suspension assists to prevent an external suspension.

Within all internal suspension environments, support will be offered to the pupil through the relevant staff to ensure class work is achieved and reparation work is carried out to ensure the pupil can return to the normal classroom.

External Suspension

External Suspension (formerly fixed term exclusion) is when a pupil is excluded from school and must remain home for a fixed amount of time (usually between 1 and 5 days) Bradfield CE Primary School will ensure that this is for the shortest time necessary to ensure minimal disruption to the pupil's education, however, the school will also be mindful of the seriousness of the breach of policy and the seriousness of the pupil's behaviour.

A suspension may be necessary while the school reformulates any support plans for a child following a serious or persistent breach of the behaviour policy. This short period gives time for reflection and action to ensure that all possible measures are in place to prevent further breaches.

Parents are informed and sample letters are available from the Local Authority. It is the parent's responsibility to ensure that during the suspension the pupil is not seen in a public place during normal school hours. With all suspensions, the school will provide education materials for the parents to ensure the pupil will not fall behind in classwork and it is the parent's responsibility to ensure that this work is completed during the first five days.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

If a suspension is longer than five days the Headteacher, together with the Local Authority, will ensure there is education provision provided for the pupil during this extended period. This can be in the format of an alternative education setting such as the iCollege.

Lunchtimes. Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day for statistical purpose. Arrangements will be made for pupils entitled to free school meals to receive their entitlement by providing a packed lunch.

Managed move

In cases where the Headteacher and parents agree that the progress of the child has been unsatisfactory and that the pupil is unwilling or unable to profit from the education of opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continued pattern of poor behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not an exclusion and in such cases the

Headteacher will assist the parents in placing the pupil in another school in line with the Local Authority's Managed Move procedures (these can be found on the West Berkshire Council website).

Permanent Exclusion

A Permanent Exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult Senior Leaders and the Chair of the Governing Body as soon as possible in such a case. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The school will involve the police for any relevant offences

The Headteacher's power to exclude

1. Only the Headteacher (or Acting Headteacher) of a school can exclude a pupil and this must be on disciplinary grounds.
2. Outside School. The behaviour of pupils outside school e.g. sporting events, trips, can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the School's published Behaviour Policy.

General factors the school considers before making a decision to exclude

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Take into account the previous behaviour and character of the child
- Examine whether there are mitigating circumstances or whether there is a need to increase the level of nurture and pastoral support
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Explore a placement through fair access with other education providers
- Explore the possibility of a managed move to another LA school. If a managed move cannot be agreed between schools, then the school is to use Fair Access to request a managed move.

The Local Authority will be notified of all exclusions regardless of length and they will be recorded on SIMS (School Information Management System)

Reintegration

The school will support pupils to reintegrate successfully into school life following a suspension. The pupil will be offered a fresh start to help them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. A behaviour contract may be drawn up and if appropriate, will be signed by the pupil. Reintegration may involve a reduced timetable.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should

communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents.

Procedure for Appeal

If parents wish to appeal the decision of exclusion the matter will be referred to the Governing Body and handled through the school and Local Authority appeal procedure. The Headteacher will ensure that the information regarding the appeal process will be included on the letter informing the parents of the exclusion. Parents can also contact Ms Roslyn Arthur, Exclusions Officer at West Berkshire LEA, West Street House, West Street, Newbury, who can provide advice.