



An Academy

BOUGHTON PRIMARY SCHOOL: AN ACADEMY



An Academy

Behaviour and Anti-Bullying Policy 2025-2027

PERSON RESPONSIBLE FOR POLICY:	<i>MRS MARY JAMES</i>
APPROVED:	<i>TO BE APPROVED 25TH MARCH 2026</i>
BY:	<i>FULL GOVERNING BODY</i>
TO BE REVIEWED:	<i>ANNUALLY</i>

At Boughton Primary all staff work in partnership to ensure the highest standards of behaviour and conduct. Our expectation is that all staff have a shared responsibility to influence the positive behaviour of pupils.

In the event of additional advice or support being necessary, the named senior personnel with designated responsibility for Positive Behaviour management are:

Head Teacher	Deputy Head Teacher	EYFS/KS1 Lead	KS2 Lead
<i>Mrs Mary James</i>	<i>Mrs Jodie Hartwell</i>	<i>Mrs Rachael Allen</i>	<i>Mrs Rachel de Pass</i>

POLICY CONJUNCTION

This policy forms part of our Safeguarding suite of policies. It should be read in conjunction with our Safeguarding and Child Protection Policy, our Anti-Bullying Policy and the school's Complaints Policy.

VERSION CONTROL (most recent at top)

Date	Additions/amendments:
March 2026	PAGE 7: Change to 1,2,3 to include warning; removed traffic lights; Dojos for all KS2 classes; link between 1,2,3 and Dojos.
June 2025	Full update

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We have three simple rules, our Behaviour Promise:

Be Kind...Be Safe...Be Responsible

We call these our Boughton B's.

These can be applied in all contexts, including playground behaviour and behaviour for learning.

It is our philosophy that *it is most effective to notice positive behaviour and reinforce it.*

We recognise that noticing and acknowledging children's positive behaviours, as frequently as possible, ultimately has the biggest impact on behaviour as a whole.

KEY PRINCIPLES: OUR POLICY IN SUMMARY

Three Simple Rules – Boughton B's

Be Kind, Be Safe, Be Responsible

Types of Behaviour

Wanted behaviour – the positive behaviour that results in praise, rewards and awards.

Unwanted behaviour – the negative behaviour that could lead to choices and consequences.

This can be divided into three further types:

1. Unintentional, unwanted behaviour
2. Intentional, unwanted behaviour
3. Intentional, unwanted behaviour of a serious nature

Rewards and Awards

Whole school rewards and awards – daily, weekly, termly, annual

In class rewards and awards – daily, weekly

Individual systems when necessary – for children with additional needs

Choices and Consequences

Start each day and each session anew.

Set out expectations clearly.

Our 1, 2, 3 system mirrors the types of unwanted behaviour listed above, and the response is therefore appropriate to the misdemeanor:

Warning: Reminder of the rule, warning and chance to change

1 – Reminder of the rule, warning and chance to change

2 – Reminder of the rule, final warning

3 – Reflection

What is Reflection?

An opportunity with a senior leader to understand what has happened and resolve a problem.

Sometimes, children might be asked to come to reflection to help unpick a problem.

Consequences may be given as a result of reflection, or further action taken.

What Happens at Lunchtime and Break Time?

The same rules apply – the expectation is to Be Kind, Be Safe and Be Responsible. For any misdemeanor, adults at lunchtime will also use the warning, 1, 2, 3 approach, with a senior leader managing reflection time, if it is needed.

THE DETAILS

We recognise that all behaviour is a form of communication.

With the children, we have classified behaviour into two categories: **wanted** and **unwanted**.

Unwanted behaviour can be further broken down into unintentional or intentional.

Wanted behaviour	Unwanted behaviour	
Our Boughton B's – making the right choice.	Anything that hurts bodies, feelings or equipment.	
	Unintentional	Intentional
	Bumping into/running into someone during a game; rough play; misusing equipment.	Deliberately hurting bodies or feelings, or damaging equipment.

Rewards and Awards for Positive (wanted) Behaviour

These are examples, not an exhaustive list; teachers use many ways to motivate their classes.

In class rewards (can vary according to each class):

Stickers
Stamps
Dojos
Raffle tickets
VIP
Star of the week, Dojo of the week
Reach for the Stars, Sunshine award
Proud Cloud

Whole school daily/weekly rewards:

Good to be Green stickers
House points

Whole school lunchtime daily/weekly rewards:

Pom poms
The Golden Lunchbox

Whole school yearly

Character Strength Awards

BULLYING

What is bullying?

At Boughton Primary School, we define bullying as repeated, negative behaviour intended to make others feel upset, uncomfortable or unsafe.

The key words are **repeated, negative, intended**.

Recent Pupil Voice shows that 96% of pupils felt that Boughton deals with bullying and behaviour well.

However, we know that bullying still can, and does, happen in our school.

Types of bullying

Bullying can be **verbal, indirect** or **physical**. Some examples of each type are below:

Verbal: swearing, discriminatory language, hurtful comments

Indirect: cyberbullying, spreading rumours, isolating someone, intimidation

Physical: punching, hitting, tripping, kicking, throwing things

How we try to stop bullying from happening

Our **curriculum** is designed to encourage positive and kind behaviour towards others. This is through:

- Our Boughton B's: Be Kind, Be Safe, Be Responsible
- Values and ethos: six values across the year, based upon fundamental British values
- Character strengths: one new strength focused on each week
- PSHE lessons following our Jigsaw scheme
- Assemblies on Values, Character Strengths, PSHE topics and Jigsaw themes
- Annual Wellbeing Day which coincides with national Anti-Bullying Week

Some of our **systems** are designed with wellbeing in mind, including:

- Our chums system, where Reception pupils have an allocated Year 6 buddy who looks after them throughout their first year at school
- Posters displayed around school to encourage children to speak out
- Activities such as creating a Network Support Hand, where children identify five adults they know they could speak to about their worries.

We try to ensure that all children feel able to tell a trusted adult when they are experiencing behaviour from others that is unkind. Adults at our school are approachable and friendly, and try to get to know every child.

We use:

- Wellbeing journals to record our feelings each week, and ask for help if needed
- Wellbeing reports when there has been an incident or a worry
- Worry boxes in the classroom
- Sensitive adult support for children – checking in, looking out for children who appear sad or troubled

How do we deal with bullying?

Every school will have incidences of bullying, and we acknowledge that Boughton is no exception.

We know that children who bully have often experienced bullying themselves, so it is important that our approach can support and care for all involved, and includes an element of reparation.

This Behaviour Policy details how we deal with issues at school. If bullying is identified, it would be considered a **red line** behaviour: **unwanted, intentional behaviour** of a **serious** nature.

Therefore, incidents are dealt with in line with the Behaviour Policy. The first step will always be trying to unpick who is involved and what has happened. This would usually happen through our **Reflection** process (as detailed later in this policy). We need to talk with everyone involved to fully understand what has happened, who has been affected, and how. Consequences will be issued in line with the behaviour, and these will be dependent on each individual set of circumstances. The key part of this process will be the repair and making amends, which is intended to help children understand how to make a better choice in the future.

We have introduced a reporting system for prejudice-related incidents and bullying (see Appendix 5) which we use when further evidence or action is needed; a member of staff will record the incident, whether it was witnessed or alleged, and the type of prejudice and/or bullying. Once recorded, the member of staff will share the report with a senior leader, who will decide what further actions are needed.

Further actions include, but are not limited to: parental involvement, referral to outside agencies (including MASH if there are safeguarding concerns); adding the incident report(s) to a child's permanent school record (in the case of serious or persistent breaches of the school's Behaviour Policy); reporting to the Governing Body.

In exceptional cases, there may be the need to follow our suspension and exclusion procedures, outlined at the end of this document and within our School Exclusions Policy.

Our Anti-Bullying Pledge:

I'm putting my hand up and pledging to stop bullying.



Attendance and Behaviour




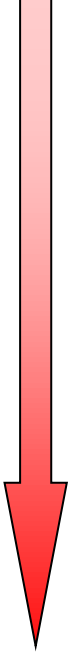
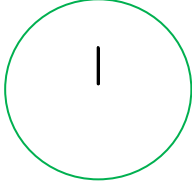
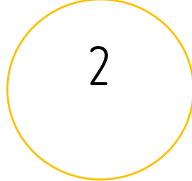
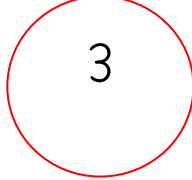
We recognise that children are usually absent due to circumstances beyond their control. Therefore, all children are eligible for all rewards during the time they are in attendance at school.

In order to encourage and promote regular attendance, the class with the best attendance each term earns a mufti day.

Good to be Green

Every class (YR to Y6) has the chart below displayed clearly for the children to see.

Everyone starts each session or lesson on the Start button (exact timings are modified according to the age/stage of the children). Children need to stay on Start or the green traffic light in order to be “green all week”. Children who stay on green all week earn a Good to Be Green sticker at the end of the week.

<p>Everyone starts every day and every session on the Start button.</p> <p>Positive choices will lead to remaining on start. In Reception and Y1 children can move up to the sunshine or the star for exceptional positive behaviour.</p>		 <div data-bbox="1278 936 1465 1059" style="border: 1px solid black; padding: 5px; text-align: center;"> Everyone starts here </div>
<p>Making the wrong choice will lead to a warning.</p> <p>Having a warning still means children can be “green all week”.</p>		
<p>Continuing the wrong choice or a new wrong choice will lead to a further warning (a “1”).</p> <p>Moving to the “1” still means children can be “green all week”.</p> <p>In KS2, children lose 1 Dojo.</p>		
<p>A further wrong choice leads to a second, final warning (a “2”). This now means that the child can no longer be “green all week”.</p> <p>In KS2, children lose 2 Dojos.</p>		
<p>A further wrong choice leads to a “3”. This means the child will go to reflection during the next lunchtime or during the afternoon depending on the situation. Children with specific needs may have their reflection time at a more appropriate juncture with a trusted adult.</p> <p>In KS2, children lose 5 Dojos because, at this point, the behaviour promise has been broken.</p>		

Reach for the Sun/Stars & Proud Cloud

In Reception and Year 1, children have the chance to move up to the sun or star. This is based on the choices they make. The purpose of the sun/star is to give all children something to aspire to but also to notice those who consistently make the right choices, so they know this is recognised and acknowledged. Each day, a child is awarded a “Proud Cloud” certificate, for continued positive behaviour.

At the end of each day, everyone returns to Start.

Managing behaviour in the classroom

The class teacher will set their expectations about behaviour and noise at the start of the lesson. This will be the warning to whole the class, with the expectation that everyone is ready to learn. (With younger children the teacher will judge whether an additional reminder is needed).

From this point, our warning, 1, 2, 3 system applies:

Warning – Move to the warning sign. This is the first chance to change. The child/ren can still be green all week.

1 – Move to the 1. This is the next chance to change. If children don't go any further, they can still be green all week.

2 – Move to 2. This means that the child/ren can't be green all week as they've chosen to continue inappropriate or off-task behaviour. This is the final opportunity to pause and change their behaviour before it escalates further.

3 – Move to 3. This means the child/ren will need to go to reflection during the next lunchtime (see above).

Usually, in the classroom, a warning or a 1 is enough and children mostly stay on green.

Red-line behaviours

We class the following behaviours as red-line behaviours, which would result in an automatic “3”, wherever they take place:

Prejudice

Swearing

Violence

Defiance

Reflection

If poor behaviour choices are made in the classroom, resulting in a child reaching ‘3’, they will need to go to reflection. This will take place at lunchtime with a senior leader. This is a chance to discuss and reflect on behaviour choices made, with honest and open conversations, where all voices will be heard. It may be that after a discussion, there are no further actions needed.

Reaching a ‘3’ means that “Good to be Green” is lost that week, which is the consequence of the choices and actions leading to having a 1, 2 and finally a 3. In KS2, Dojos will be lost for having a number.

Reflection itself is not the consequence but the opportunity to understand what has happened and resolve a problem. Sometimes, children might be asked to come to reflection to help unpick a problem.

After reflection, a sheet is sent home to make parents aware of what has happened and to allow for a discussion to take place. We do not expect there to be a further consequence at home but ask that parents talk through what led to the reflection and what could be done differently next time.

Reflection takes place during 12.30-1pm, initially for 5 minutes, whilst a child completes the sheet with a senior leader, discusses the impact of the behaviour and how to make amends. Depending on the severity of the behaviour, the senior leader will use their discretion regarding children staying in reflection for longer, usually in increments of 5 minutes. If a child needs to go to reflection after 1pm, it will take place the next school day.

Lunchtimes

Our approach to lunchtimes is based around two areas: relationships and play.

Relationships – by this we mean every interaction: child-child, adult-child, child-adult.

Children need:

- A positive approach – catch them being good
- Clear expectations
- Clear incentives
- Clear consequences
- Consistent application of all of this

Adults need:

- Appropriate training and support
- A shared understanding of our values and approach
- Clear understanding of the expectations
- Clear understanding of the incentives
- Clear understanding of the consequences
- Consistent application of all of this

Play

When children are busy and constructively occupied, they generally make great choices and behave positively.

Experience has shown us that it is not enough to provide equipment, with no instructions or support; this equates to providing ingredients without a recipe.

Therefore, we provide a range of activities each lunchtime, on the playground, field and astro. These include:

- Dance zone – on the playground stage with a playlist selected by the children
- Playground markings with traditional games e.g. What's the Time, Mr Wolf
- Play equipment including skipping ropes, rackets and balls, hoops and the parachute, led by an adult
- Daily sports activities with qualified coaches on the astro turf

We have many opportunities for positive lunchtime behaviour to be noticed, praised and rewarded.

Daily rewards	Pompoms – given out whenever positive behaviour is noticed, collected into a class container.
Weekly rewards	The Golden Lunchbox – awarded to the class with the most pompoms each week. This contains a selection of 10-minute treats for that class, for the following week.

Lunchtime consequences

There are 3 steps to categorise behaviour at lunch time.

Step	Behaviour	Consequence	Rationale
1.	Unintentional, unwanted behaviour	A quiet word – reminder of the rule	A chance to change with an unambiguous reminder of the rule (e.g. <i>remember, Be Safe: you mustn't climb on the bench and you mustn't go back on it</i>).
2.	Intentional, unwanted behaviour	Time out from the situation with the adult who is dealing with it. Arguing leads to a choice – a 5 minute reflection or time out with the adult on duty? Further arguing leads to step 3 as this is active defiance – a choice, not a mistake.	An opportunity to make amends there and then with the adults on duty. Respect for all adults working at school.
3.	Intentional, unwanted behaviour of a serious nature – “red line” behaviours. Prejudice Swearing Violence Defiance	Reflection time with senior staff. This is followed by a “repair” – apology, making amends. Dependent on the situation, the perpetrator may need to stay off the playground for part or all of the remainder of the lunchtime. This is to keep everyone safe.	Time away from the playground to reflect calmly on what went wrong and how to make amends. The “repair” is essential to resolve the issue.

Communication with Parents

- If a child goes to reflection as a result of their behaviour a Reflection Sheet will be sent home.
- Sometimes, children will be asked to go to reflection as witnesses to a situation. In this case, their reflection sheet would not normally be sent home.
- In the case of intentional, unwanted behaviour of a serious nature, the class teacher will communicate directly with the parent/carer, either by email, telephone or face-to-face, as soon as it is practical and convenient to do so.
- If an incident happens after that day's reflection session, the class teacher will inform the parent in order to let them know that their child will be going to reflection the following day.

Where there are ongoing concerns:

- Wherever possible, class teachers will contact parents as soon as concerns are arising, to allow for a conversation before situations get out of hand.
- Where needed, class teachers will invite parents in to meet with a member of the leadership team to discuss persistent misbehaviour and plan together to help children manage their choices with a solution-focused approach.

Continuous or prolonged red line behaviours require a careful management plan, which will include ongoing communication with parents. Such behaviours may ultimately lead to suspension, if the safety of other children and adults is at risk.

Individual arrangements

Sometimes a child might need some additional help to manage their behaviour and self-regulate.

Such circumstances are rare, but we recognise that positive behaviour can be a challenge for an individual, for many reasons.

In these cases, we use additional systems including:

- Additional reminders of the rules
- Visual prompts to show the child the expected behaviour
- Behaviour charts, to identify positive behaviour, as well as patterns of negative behaviour
- Buddy time – assigning a buddy to a child, to help them with their social communication and play.

Teachers might also find other systems that work for individuals.

When a child needs an individual arrangement, the class teacher will discuss this with the parent/carer as appropriate and if necessary. Such systems work most effectively if there is a close partnership between school and home.

The class teacher may need to involve senior staff if individual arrangements do not seem to be having sufficient impact. Sometimes this may indicate that additional specialist support is needed, in which case the SENCo will also be involved.

Suspensions and Exclusion

In exceptional circumstances, we will consider using internal isolation, suspension or exclusion.

Definitions:

Internal isolation	A pupil or pupils have to work away from the rest of the class. This could be in the Head Teacher's office or in a designated space in school.
Suspension	This was previously known as a fixed-term exclusion; the parents or carers of a pupil are contacted and instructed to remove the pupil from school for a set period of time.
Exclusion	This is also known as Permanent Exclusion. This is where a pupil's negative behaviour is significant and means that the school exercises the right to exclude them from the school permanently.

All of the above systems require robust communication between school and home, and a re-inclusion meeting needs to be conducted as soon as possible afterwards, to reset boundaries and help the pupil move forward with the right choices.

Finally, the intention of our policy is to encourage **positive behaviour**. If conduct around the school is good, and managed well, children have the best possible chance to reach their full potential.

Our over-arching aim is to keep Boughton Primary School a **safe and happy place** for learning, where children making the right choices and staying "green" get the recognition they deserve.

Appendices:

Appendix A: Reflection sheet KS1 (including Reception)

Appendix B: Reflection sheet KS2

Appendix C: Weekly or Daily Individual chart example

Appendix D: Wellbeing Sheet

Appendix E: Record of Prejudice-Based Incidents and Bullying

APPENDIX A: REFLECTION SHEET KS1 (including Reception)

FRONT: This would be completed with adult support.

Name	Date	Reflection with Mrs James Other adult (initials):	Number of reflections in 6 weeks				
			1	2	3	4	5

Draw a picture in the box to show what happened.	The Behaviour Promise I broke was:	Senior leader comments and any further actions, including making amends.
	Be Kind	
	Be Safe	
	Be Responsible	

BACK:

Dear Parents and Carers

Overleaf you will find a reflection sheet that your child has completed with an adult today, due to an incident or issue arising.

It would really help us at school if you would discuss what happened and help your child to understand how others were affected.

We don't expect you to add a further consequence, as the matter has been dealt with in school. However, we appreciate you working with us to encourage the children to make the right choices and to be the best version of themselves.

Please be aware that 3 or more reflections in a 6 week period will result in a meeting with the class teacher, and 5 or more will require senior leader involvement.

Thank you for your support, as always.

Mrs James and the Boughton Team.

APPENDIX B: REFLECTION SHEET KS2

FRONT: Children in KS2 are expected to complete the front of the sheet themselves.

Name	Date	Reflection with Mrs James	Number of reflections in 6 weeks				
		Other adult (initials):	1	2	3	4	5

What happened?	The Behaviour Promise I broke was:	How it affected others	Senior leader comments and any further actions
	Be Kind		
	Be Safe	What I need to do to make amends	
	Be Responsible		

BACK:

Dear Parents and Carers

Overleaf you will find a reflection sheet that your child has completed with an adult today, due to an incident or issue arising.

It would really help us at school if you would discuss what happened and help your child to understand how others were affected.

We don't expect you to add a further consequence, as the matter has been dealt with in school. However, we appreciate you working with us to encourage the children to make the right choices and to be the best version of themselves.

Please be aware that 3 or more reflections in a 6 week period will result in a meeting with the class teacher, and 5 or more will require senior leader involvement.

Thank you for your support, as always.

Mrs James and the Boughton Team.

APPENDIX C: CHART EXAMPLE

WEEKLY (or daily) BEHAVIOUR REPORT

My targets:

1. To follow an adult's instructions straight away.
2. To show self-control.
3. To use kind words and kind hands.

MONDAY	<i>The boxes below would be highlighted green, amber or pink to indicate how the session had been, with annotation to explain any difficulties.</i>
Arrival & register	
Lesson 1 9.00 – 10.30	
Break	
Lesson 2 10.45 – 12.00	
Lunch	
Lesson 3 1.00-2.00	
Break	
Lesson 4 2.15 – 3.30	
Reviewed (SLT)	

APPENDIX D: WELLBEING SHEET

<u>My check in</u> How am I feeling today?		Date:	
Sad	Bored	Happy	Focused
Tired	Sick	Calm	Proud
		Frustrated	Silly
		Overjoyed	Angry
		Worried	Excited
		Panicked	
		Terrified	
What do I need an adult to know?			

APPENDIX E: PREJUDICIAL INCIDENT/BULLYING REPORT



Record of prejudice-related incidents and bullying

Instructions for staff	
1.	Collect as much detail as possible on this form, including information from all involved, and whether the incident was witnessed or alleged.
2.	Discuss with a member of SLT to agree actions.

Date of incident

Was the incident witnessed or alleged?	
Witnessed	Alleged

Staff recording this incident

Names and roles of all involved, please indicate if : Target (T), Aggressor (A), Witness (W), Participant (P), Bystander (B)					
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NAMES	T	A	W	P	B

Reason for prejudice-related incident or bullying (tick all that apply)	
Appearance	
Health condition	
Looked after child	
Race, religion or culture (give detail in comments)	
SEND or disability	
Sexist or sexual	
Sexual orientation (homophobia, biphobia)	
Transphobia	
Other	

Type of bullying (tick all that apply)	
Verbal (includes written e.g. in messages):	
Swearing	
Discriminatory language	
Name calling	
Indirect:	
Cyber-bullying	
Spreading rumours	
Isolating someone	

Physical:	
Hitting	
Kicking	
Tripping	
Using objects	
Other (describe in comments)	

Location	
Classroom	
Corridor	
Dining hall	
Playground	
To or from school	
Toilets	
Online	
Outside school premises (but has a bearing on in-school issues)	
Other (record in comments)	

COMMENTS/NOTES

SLT involvement, actions and decisions

Is this an isolated incident or part of a pattern of behaviour?	
If this is part of a pattern of behaviour: what actions, if any, have previously been taken (e.g. reflection, consequences, discussions with parents, behaviour modification systems)	
Parental involvement and communication – who, what (phone, face-to-face, email) and when (dates)	
Further actions (tick all that apply, with a deadline date)	
Safeguarding referral	
Additional agency involvement: already involved? Who?	
Additional agency involvement: needed? Who?	
Additional record-keeping: SLT decision regarding adding a permanent record on SIMS. This will be judged on a case-by-case basis.	

