



"To excellence and beyond"

Muschamp Primary School

Anti-Bullying and Behaviour Policy

"Good behaviour is a necessary condition for effective teaching to take place."

(Education Observed 5 - DES 1987)

Our vision

Muschamp Primary School accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. At Muschamp Primary School we believe that children thrive in a happy, secure and nurturing environment where everyone is valued for their individuality, treated fairly and encouraged to feel confident, whilst reaching their full potential. We encourage self-discipline, self-reliance, initiative and the development of the individual. We stress the important values of mutual respect and social responsibility. We believe that all members of the school community, children, all staff, parents and governors, should support and respect the following statements of principle:

- To respect the school rules which work in conjunction with our behaviour ladder and are designed to encourage a positive, calm and purposeful atmosphere where all pupils can learn to the best of their abilities and are designed for the safety of all.
- To create an environment where all pupils feel valued and treat others with respect. We never tolerate bullying. We take care to make a clear distinction between unintentional rough play and bullying. We deal quickly and fairly with any incident.
- To encourage children to take responsibility for their behaviour. In promoting self-esteem, self-discipline and positive relationships we firmly believe that a positive approach to discipline is best so we always praise good behaviour whenever we see it both verbally and in the form of power up points.
- To encourage the partnership of both home and school in the implementation of this policy. If any problems arise, we deal with them promptly and thoroughly and keep parents fully informed.

Wellbeing at Muschamp is at the heart of what we do. We strive to promote and support positive mental health and wellbeing for all our staff, pupils, parents and stakeholders. We understand that the needs and demands within a school community are ever changing; however, we are committed to responding to these to ensure that we are always offering the best support for all. We understand that most behaviours are a response to how a child is feeling emotionally and that is why we promote talking and aim to deal with behaviour incidents sensitively.

Legislation and statutory requirements:









This policy is based on the following statutory requirements:

- DfE Behaviour and discipline in schools: guide for governing bodies September 2015;
- DfE School behaviour and attendance: parental responsibility measures January 2017;
- DfE Exclusion from maintained schools, academies and pupil referral units in England July 2017;
- The Equality Act 2010;
- Supporting pupils with medical conditions at school.

In addition, this policy is also based on:

- DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2017;
- DfE Screening, Search and Confiscation;
- SEND code of practice;
- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property;
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Our Whole School Powers

							
Leadership and Responsibility	Perseverance	Self – Belief	Belonging	Respect and Tolerance	Create and Innovate	Curious and explore	Outstanding Muschampion

At Muschamp we have 7 Powers that we aim to achieve. We promote these powers in all lessons and free times (break/ lunch) as well as assemblies and specially organised events/ workshops and trips.

Each child has a powers book and sheet where they aim to collect as many power up points as possible. When they achieve a certain number they can come and get the powers popit which can be proudly worn on their school lanyard.



To help us to achieve our expectations we will:

- Create an environment where everyone feels safe.
- Provide a consistent approach and expectations across the whole school.
- Ensure that each member of the school community understands and supports the policy through our rules (as displayed on the behaviour ladder and on notices around the school).
- Have effective pastoral care.
- Recognition and celebration of diversity.
- Match activities to suit the needs of the children.
- Praise good behaviour.

Rewards through Praise

We believe that all children should benefit from rewards. We will give public and private praise to the children, giving the reason for praise. We will endeavour to praise good behaviour as well as work and show an appreciation of children's contributions. It is important that we praise those doing the right thing to provide an incentive for others to receive praise.

Each class will also have Golden Time. This is a weekly session which lasts for approximately 20 minutes. During Golden Time each child will be able to choose from a selection of enjoyable activities which have been chosen by the children themselves in discussion with their teachers.

Classes also have Circle Time and Councils. Circle Time sessions are used to encourage children to develop ways of improving their behaviour and learning. Each child is given the opportunity to put his/her point of view. During these sessions the children at Muschamp also share their views on the varied world around us and appreciate being part of a tolerant and diverse environment. This is aided from celebrating diversity, where at Muschamp we are proud to be a Stonewall Champion school. In line with the Equality Act 2010 we work alongside Stonewall, where the charity helps schools to have access to diverse resources and aids them in eliminating homophobic language or homophobic and transgender bullying.

The Class Council sessions enable children to put forward their ideas and opinions for the improvement of the school. These Class Council sessions lead into a School Council Meeting.

Muschamp Behaviour Ladder

At Muschamp we have two behaviour ladders. One for Years 1 and 2 and one for Years 3-6.

Year 1 and 2 have golden time and follow the rule of warning and losing golden time. They use reflection time and talking about behaviour that is not positive. Parents are involved in a conversation regarding their child's behaviour when necessary.

In years 3-6 we have golden time and follow the rules of having a warning and losing golden time. They use reflection time and talking about behaviour that is not positive. For some behaviour a

yellow card may be given. This may be given for continued low level behaviour such as disturbing lessons through talking or distracting others. The child will lose 5 minutes of golden time and their parents will be informed. Sometimes red cards are given for more extreme behaviours such as deliberate fighting/ assault, swearing or racial/ homophobic language. These behaviours are not tolerated at Muschamp and the child loses break and lunch times for a set number of days up to a maximum of 5. This is decided on by the deputy/ head teacher. They also lose their golden time for that week. Parents are informed and sometimes spoken to on the phone or in person about the incident.

The process for dealing with consistent disruptive behaviour. When a child is struggling with their behaviour and have received consequences and support that are not working yet.

- The class teacher talks to the parent/ carer to find out possible causes of the deteriorating behaviour and to seek their support. The class teacher will discuss strategies that will be trialled at school and may be used at home as well.
- If the child is still struggling with their behaviour then we look at what early help support we can offer such as ELSA, Play therapy, 1:1/ group friendship sessions and work on emotional regulation. We may direct parents to parental support groups. We may need to ask for support from the school SENDCo.

The Restorative Approach:

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Five Restorative Questions:

- What happened? *What were you thinking/ feeling at the time?*
- What was it like before? *What were you...?*
- What has it been like since? *What were you...?*
- What do you need to happen?
- Are you satisfied with the outcome?

Responding to serious incidents of unacceptable behaviour

- It is important that the children see that all incidents are dealt with fairly and consistently.
- We will apply this policy consistently across all groups.
- Additional specialist help and advice from the Behaviour Support Team, Educational Psychologist or Child Guidance Service may be necessary.
- The behaviour for learning leader will record any serious incidents of unacceptable behaviour against any protected characteristics and report to the Deputy/ Head Teacher who will decide on the appropriate action to take which may include informing the parents and lead to internal or external suspension.
- The data recorded will be analysed in a report where children highlighted for receiving too many red and yellow cards will receive interventions such as ELSA, nurture groups, social skills or be involved in working with outside agencies.
- Fixed term suspensions will follow the Local Authority procedures, with a letter to the parents and a report to the Local Authority. There will always be a reintegration meeting between the Head and the child and parents on the first day back after a suspension. This

meeting will be to discuss what happened and what plans/ strategies have been put into place to move forward.

- In an extreme incident permanent exclusion will be the consequence and will be reported to the Local Authority and Governing Body.

Incidents of bullying/ child on child abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexual abuse/comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Homophobic - because of, or focussing on the issue of sexuality
- Cyber - all areas of the internet, such as email and social media networks and chat rooms misuse
- Mobile - threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

Any incidents of bullying will be taken very seriously by the school. School staff will make sure they have gained all the information about every incident and children are spoken to. Parents will be informed and the behaviour ladder will be followed. We endeavour to follow our behaviour ladder as well as a therapeutic approach to addressing any incidents of peer on peer abuse. All school staff will use opportunities to raise awareness about peer on peer abuse during PSHE lessons, assemblies, anti bullying week and through discussions and activities on constructively managing relationships with each other.

Strategies for individual pupils with specific needs

Where a child is presenting persistent significant behavioural difficulties we will set behaviour and social targets. Targets should be understood by the child, parent and teacher and be specific, achievable by the child and for a timed period. The child should be aware of the reward to be gained. We will enlist the best advice and support for the child through relevant agencies, the SENDCo, the Family Support Worker and very importantly the enlistment of parental support and interest. Any plans, individual target sheets or strategies will be communicated to all relevant staff.

Staff Induction and training

New staff are given information about the powers, values and consequences (behaviour ladder) when they first start. They will have support from other colleagues that know the systems well such as teaching assistants, other teachers in the year group and the year group leader. They can also check with the deputy and headteacher if they have any concerns regarding behaviour in their class. There are opportunities for training on behaviour management, emotional regulation and ACES (Adverse Childhood Experiences) for all staff.

Pupil Transition

We understand that some children struggle with changes of routines and this is something we bear in mind during the school year. Extra thought is put in place around times such as Christmas and the end of an academic year. We spend a lot of time during Summer 2 giving children the opportunity to begin getting to know their new teacher and where their new class will be. This supports the difficult time of transitioning from one class/ teacher to another. It reduces children's anxiety around change and supports them moving on to the next chapter in their school life.

Confiscation/ Searching/ Screening

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

External support services

- Normally prior to exclusion external support agencies would have been contacted.
- Agencies available are:
- Family Support Worker
- Behaviour Support Team
- Educational Psychologist
- Social Services
- Family Matters
- Limes Primary PRU
- Education Welfare Officers
- School Nurse
- Parenting Plus
- Family Doctor
- Police
- Child and Adolescent Mental Health Services (CAMHS)
- Children and Young People's Support Panel
- Jigsaw 4U

Muschamp Primary School continues to implement the guidance provided by Ofsted and we feel that the strategies and policies in place give our staff confidence in managing the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. (Ofsted guidance and grade descriptors for inspecting schools in England under section 5 of the, from January 2022).

Reviewed: September 2025
Review Date: September 2026




Muschamp Primary School Behaviour Ladder Years 3-6

							
Leadership and Responsibility	Perseverance	Self – Belief	Belonging	Respect and Tolerance	Create and Innovate	Curious and explore	Outstanding Muschampion

Good behaviour for e.g. good manners, being aware of people’s feelings and showing the school powers at all times.	
Representing the school in a positive manner for e.g. trips, sporting events and in front of visitors to the school.	
Using their initiative to help peers and staff on a regular basis e.g. being kind to new children, helping someone who is upset or doing jobs for a member of staff.	
Trying your very best to be a super Muschampion.	
Not showing respect to your peers e.g. pushing in the line, speaking over others and hiding things that don’t belong to you.	
Behaviour that prevents yourself or others from learning.	
Behaviour that disrupts the adults from teaching.	
Not following rules for moving around the school.	
Repeatedly disobeying instructions or ignoring/ disrespecting staff.	
Thoughtless behaviour e.g. a playground game that leads to someone being hurt.	
Deliberate damage to school property e.g. breaking a ruler.	
Deliberate rudeness or unkindness to others e.g. unkind words or pushing.	
Dishonesty, lying or stealing.	
Deliberate violence e.g. punching, kicking, slapping.	
Disruptive/ dangerous behaviour e.g. chair throwing, damage to property.	
Deliberate and directed unkindness towards others e.g. bullying, swearing, child on child abuse.	
Behaviour that is directed at a protected characteristic for e.g. racism, disabilities, homophobic and transphobic language.	
	Restorative conversation



Muschamp Primary School Behaviour Ladder Year 1 and 2

							
Leadership and Responsibility	Perseverance	Self – Belief	Belonging	Respect and Tolerance	Create and Innovate	Curious and explore	Outstanding Muschampion

<p>Good behaviour at all times. e.g. holding doors, saying please and thank you, sharing, being helpful to others and using kind words.</p>	<p>Power up points</p> 
<p>Showing good behaviour on school trips and when visitors come to the school.</p>	
<p>Listening and working hard in lessons.</p>	
<p>Being kind and a good friend to others.</p>	
<p>Trying your very best to be a super Muschampion.</p>	
<p>Not following rules for playing outside or moving around the school.</p>	<p>Warning</p> <p>Reflection time</p>  <p>Loss of golden time</p> <p>Parents informed</p> <p>Restorative conversation</p>
<p>Not listening to instructions from adults inside or outside during play and lunch.</p>	
<p>Rudeness or unkindness to others. e.g. saying unkind things, not sharing equipment.</p>	
<p>Stopping yourself or other people learning in class</p>	
<p>Hurting other children e.g. pushing, kicking or hitting.</p>	
<p>Damaging property on purpose</p>	