Stewart Fleming Primary School Behaviour Policy (including anti-bullying)

Date Written: September 2026
Next review date: September 2029

Vision

We put children first, pioneering excellence and championing every child.

Every day at Stewart Fleming Primary School is an extraordinary school day. Our unwavering commitment to delivering an inspiring and inclusive curriculum develops independent pupils. As part of the school ethos, we model a culture of learning, nurturing, and developing skills and talents. We endeavour to nurture inquisitive minds to enable them to become the best that they can be. We aim to support our families by connecting with them to achieve the best outcomes for their children. Promoting positive behaviour is an attitude we all value.

The Pioneer Academy and Stewart Fleming Primary School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Trust Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Well-being for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school.

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching.

At Stewart Fleming Primary School, we believe that all behaviour is a means of communication. We believe that children who resort to less than positive behaviours are communicating through an emotional response and it is our job to support children to manage this.

Our Behaviour policy ensures that within a framework of rules, routines, rights and responsibilities we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn. We have high expectations of behaviour from all our pupils and adults.

To create and maintain a positive classroom and school environment we encourage:

- Self-control/self-discipline/self-management of behaviour
- Taking responsibility for one's own behaviour
- Having respect for the rights of adults and of other pupils
- Working co-operatively
- Showing honesty and fairness
- Having clear and shared class visions
- The use of personal goals and school values throughout the curriculum

We are aware that at times children may have additional needs, or may be facing challenging circumstances which may impact on their ability to regulate their own behaviour. Where this is the case we adapt our expectations in order to ensure that the expectations are fair and understood by all.

Expectations and Rules

At Stewart Fleming Primary School we follow the following rules. Our school rules are clear and simple. They are displayed around our schools and are used consistently in all walks of our school life; within the classroom, our playgrounds, the children's lunchtime experiences, assemblies, and are linked with consequences.

At the beginning of each academic year teachers agree with pupils a set of class rules. These are displayed in the classroom to be used as a point of reference for maintaining high standards of behaviour for anyone working in that room. The class also creates and displays a class vision that children can see as they enter the room.

The right to teach and learn

Every person in the school has rights. All adults have the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking
- The right to feel safe in, and move around the school, classroom and playground
- The right to express themselves, ask questions and, share opinions and ideas
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled
- The right to work in an environment that is cared for by everyone in the school and equipment and belongings looked after

We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

Effective communication

We believe that there is always a reason for challenging behaviour. As the adults we are responsible for finding out the reasons for the behaviour and helping children self-regulate. We manage this through calm and consistent communication both verbal and non-verbal. We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together.

When we discuss behaviour we do not refer to the child but to the behaviour concerned. All staff at Stewart Fleming Primary School will use non-confrontational approaches when speaking to the children and the rest of the school community.

Our Personal Goals

The personal goals are 8 values which are threaded through the life of our school. The personal goals are:

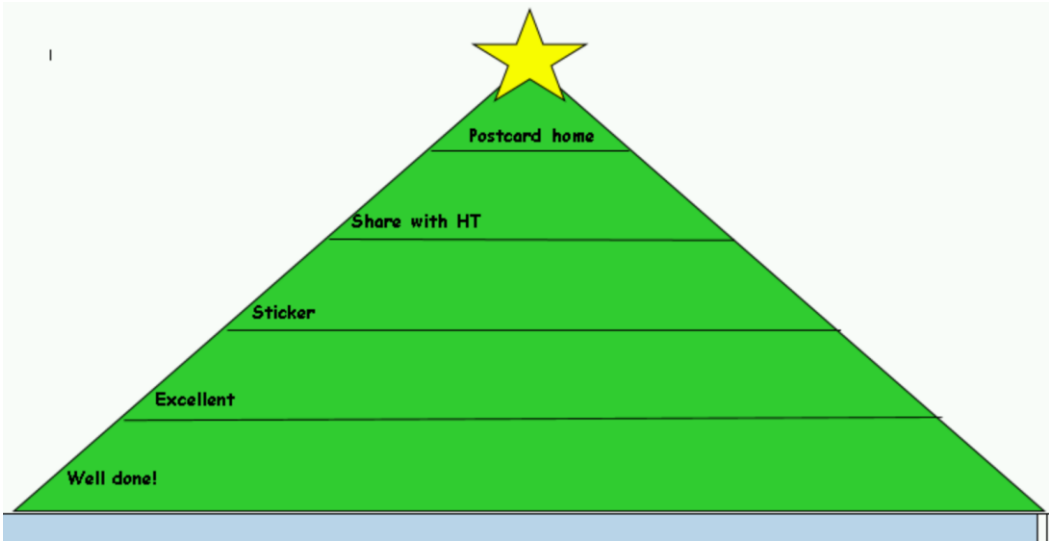
Adaptability - Ready to change.
Communication - Give and receive information.
Cooperation - Learn as a team.
Enquiry - Find out more.
Morality - Make responsible choices.
Resilience - Keep trying.
Respect - Think about others.
Thoughtfulness - Try new ideas.

Positive reinforcement

Rewards are central to the encouragement of positive behaviour. Our whole school 'Catch them doing something good' is central to our ethos. School staff will seek opportunities to reward positive behaviour. Effort, as well as achievement, will be recognised. All staff will use reward systems consistently.

The Green triangle is central to our positive ethos:

Children will be rewarded using our class Green Triangle. Everyone starts at the starting point each day. Children move up the Green Triangle for positive behaviours. At the end of each day, pupils at the top sections of the triangle will receive Head Teacher stickers and/or postcards to bring home. All pupils will return to the starting point for the following school day.



Green Triangle reward examples:

- Verbal praise 'well done'
- Verbal praise 'excellent'
- Sticker given by teacher
- Receive a sticker from the Head Teacher
- To take home a Postcard (a celebratory note home)
- Celebration certificates in Weekly Celebration Assemblies

Achievement Celebration Assembly

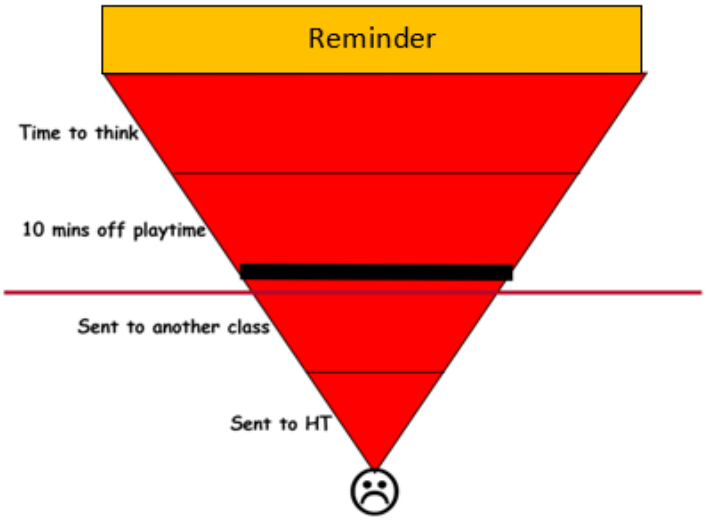
This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, children are nominated to receive a certificate. These are pupils who have worked really hard or who have demonstrated one of the school values, for example, resilience to complete a piece of work.

Consequences

It is, of course, necessary to give consequences to children who consistently make negative behaviour choices. These consequences aim to help children reflect on their actions. This is very important in the classroom because a lack of good learning behaviour leads to disruption and ultimately affects the ability of the rest of the class to concentrate, as well as take time away from the teacher to do their job and teach all the children.

There is a clear system and progression of consequences as a result of continuing to not follow the expectations set using the Red Triangle (see following page). Pupils will move up and down the Triangle continuum to consistently reward positive behaviour and to give consequences. The red triangle is kept on the teacher's desk out of view of other pupils.

Reflection zones are available across the school as a supportive space for pupils to pause, reflect on their behaviour and consider how they can make positive choices moving forward. They may be used by adults during break and lunchtime where a pupil's behaviour has not met the school's expectations. The use of reflection zones forms part of our wider approach to promoting positive behaviour, accountability and restorative reflection.



No record made	**Non-verbal warning** of how to behave and follow expectations.
Reminder	**Verbal reminder** No record made
Consequence 1 on Red Triangle: Time to think	**Spend 5 minutes alone in a Responsible Thinking Space** in the classroom completing a reflection sheet.
Consequence 2 on Red Triangle: 10 minutes off playtime	**Spend 10 minutes off playtime with a designated adult completing a reflection sheet.** Names are recorded on list/spreadsheet. A total of 3 missed plays in one half term results in parents/carers being informed by letter home. Parents/carers will be expected to discuss their child's behaviour with them and acknowledge this conversation has taken place with the school. If another 3 missed playtimes occur in the same half term, parents are written to again and asked to meet the teacher to discuss their child's behaviour.
Consequence 3 on Red Triangle: Sent to another class	**Spend 30 minutes in a paired class**. The class teacher will record the incident on CPOMs and will notify the parents/carers on the same day. The class teacher will ensure that appropriate work is sent with the pupil. Additional support may be given to the child, such as a wellbeing plan or behaviour report card.
Consequence 4 on Red Triangle: Sent to the Head Teacher or a member of SLT	**Sent to the Head Teacher or member of SLT.** The Class Teacher will record the incident on CPOMs and will also notify the parents/carers on the same day. Additional support may be given to the child, such as a wellbeing plan or behaviour report card.

In School Isolation/Fixed term Suspension

The sanction of isolation or fixed term suspension will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial or homophobic abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. **Internal suspension** in which a child is removed from her/his class and placed away from their class.
2. **Fixed term suspension** where a child is not permitted to attend school for a fixed period of time.
3. **Permanent exclusion** whereby a pupil is no longer permitted to attend Stewart Fleming Primary School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed-term suspension will be used as a sanction.

Reintegration of suspended pupils

All pupils being reintegrated following suspension will have a meeting with a senior leader and parents/carers where our expectations of behaviour will be re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school, such as a wellbeing plan or report card.

Permanent exclusion is the ultimate sanction and will be used when:

- All other avenues of support have proved unsuccessful.
- A child's behaviour puts the well-being, safety and dignity of others in jeopardy.

Prejudicial or discriminatory behaviour

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher (or Deputy Head Teacher) who will record these and inform the appropriate authorities.

In all such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised of the incident and the action taken.

The Head Teacher will consider, in consultation with the Chair of the School Board, the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious

incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

Pupils with additional needs

For children who have Education Health Care Plans or who have Special Education Needs, we will communicate with the relevant individuals before a decision is made on the appropriate decision when a sanction may be needed. For example, considering the child's needs and the circumstance that may have led to the incident as well as the child's cognitive understanding of the situation. At times this may require the school to call a meeting with external agencies to discuss further support.

Behaviour outside of school

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school or online it will be dealt with appropriately. For example, it will be addressed through PSHE and Assembly themes or by a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Stage One behaviour

Behaviour issue	**Consequences (Red triangle)**	**People Involved**	**Support Offered**
Talking in class Talking whilst lining up Talking whilst walking around the building. Not listening to an adult Inappropriate behaviour Name calling Being off task (slouching, tipping chair, fiddling with resources etc) Disrupting others' learning	Non-verbal reminder Verbal warning Time to think Missed playtime Sent to partner class with work until the end of session	Pupil Class teacher Educational support staff Member of SLT	Consistent use of rewards and consequences Circle time activities Lunchtime clubs

Stage Two behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Persistent low level behaviour Fighting/play fighting/bullying Swearing/ inappropriate language Refusing to follow directions from staff Rudeness to teachers and other adults Wilful damage to property Preventing other children from learning	Continuation of moving down the green/red triangle Daily/weekly report card or wellbeing plan set up by teacher with pupil/parent Referral to Head Teacher In school isolations Fixed term suspension	Pupil Class teacher Parent Deputy Head Teacher Head Teacher	Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of SENDCo, Family Worker, Nurture Team

Stage Three behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Two incidents of stage 2 behaviour in a day Repeated (or extreme incidents of) disrespectful behaviour to members of staff and other adults Biting/violence Behaviours that put other children's safety at risk	Daily/weekly report card or wellbeing plan set up by teacher with pupil/parent Referral to Head Teacher In school isolations Fixed term suspension Reintegration meetings Part time education programme with support from parents	Pupil Class teacher Parent Deputy Head Teacher Head Teacher LA Inclusion team	Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of SENDCo, Family Worker, Nurture Team Behaviour support/wellbeing plan in place with individual reward system If appropriate, referrals made to the following services: School counsellor CAMHS team/ Educational Psychologist/Social care

Stage Four behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Extreme violence Carrying an offensive weapon Repeated racist/homophobic behaviour Repeated bullying incidents	Reduced timetable Fixed term suspension Permanent exclusion	Pupil Parent Class teacher Head Teacher LA Inclusion team	Alternative arrangements for education from day six onwards

Bullying of any kind is unacceptable at Stewart Fleming Primary School

How We Prevent Bullying

We promote a positive ethos of mutual respect and reward positive behaviour - see our equality statement/behaviour/e-safety policies.

We raise awareness of bullying through assemblies and lessons taught as part of the Personal, Social, Health and Economic Education curriculum and activities in an annual Anti-bullying week.

We deal with bullying by implementing our Behaviour and Anti-Bullying Policy consistently.

Everyone connected with the whole school community needs to be involved in preventing and eliminating bullying.

Definitions of Bullying

"Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, which amounts to an abuse of power or authority, which attempts to undermine an individual or group of people and which may cause them to suffer stress." PCS Union

- **Physical -** This can be the physical act of hurting someone through pushing, kicking, hitting or pinching.
- **Verbal -** It might be done through verbal insults; making fun of a person's appearance or work they have done, taunting, name calling and belittling them (making them feel small) in front of others or hiding their belongings.
- **Emotional -** This can be the act of leaving someone out of discussions, games etc, so that they feel unwanted or that nobody likes them.
- **Cyber Bullying -** Pupils can be targeted with cyber bullying in their own homes, by phone texts, silent calls, on instant messenger and by abusive websites and forums set up to cause humiliation and embarrassment.

What is bullying like for the victim?

Bullying is something that makes the victim feel very unhappy and lonely. It feels frightening and the victim can feel that it is happening every day. Victims of bullying feel that there is nothing that they can do to stop the bully.

Teachers, parents and other children must show the victim that they care and want to help.

Procedure for the Reporting of Bullying

Parents and Carers

Parents and carers should approach their class teacher in the first instance if they have concerns. The school will carry out a full investigation following the guidelines of the Anti-Bullying Policy with written notes kept and logged onto CPOMs. If parents or carers wish to take the matter further, they should

make an appointment to speak to either the Head Teacher or Deputy Head Teacher. If there are any further concerns, they need to consult the Complaints policy.

Pupils
Anyone who feels they are being bullied or knows of a child who is being bullied should tell any adult in the school. A listening ear service is used throughout the school. A full investigation will be carried out following the guidelines of this policy with written notes on CPOMs. If after this, they feel the matter is still unresolved, they should talk to the Head Teacher or Deputy Head Teacher.

Staff
All reported incidents from parents, pupils or staff will be recorded to detail what happened and who was involved; a full investigation will be carried out following the guidelines of this policy. A record is kept on CPOMs.

Guidelines for dealing with reported incidents of bullying

Children suspected of bullying will be dealt with as follows:

1. The alleged bully/bullies will be approached by an adult (staff member at the school) and given the chance to explain their actions. The incident and outcome of the discussion will be noted and a copy kept on CPOMs (school record).

2. If bullying is substantiated, then consequences of the incident will be explored i.e. how the victim feels and reasons for a child wanting to bully. Children who are proven to have bullied will miss playtimes and have in school isolation in accordance with the Behaviour Policy.

3. Ways to change behaviour will be discussed with supporting strategies and targets put in place.

4. The bully will need to show remorse for his/her actions.

5. The victim will be supported in building self-confidence.

6. Parents of the bully will be informed and invited into school. A record of the incident will be kept on the child's file.

7. Behaviour of the bully will be monitored – in accordance to the Behaviour Policy.

8. Repeated incidents will be dealt with school isolations and fixed term exclusions.