

RELATIONSHIPS, BEHAVIOUR AND ANTI-BULLYING POLICY THEYDON BOIS PRIMARY SCHOOL



Autumn 2026

"When the adults change, everything changes"

Paul Dix 2017

We are a Trauma Perceptive Practice (TPP) school. It is our approach to understanding behaviour and supporting emotional wellbeing.

Introduction:

This policy addresses both the promotion of positive behaviour, in accordance with our general aims, ethos and values, in relation to children's personal, social and moral development (including mental health and wellbeing), and also our policy on rewards and sanctions with regards to pupils' behaviour.

Policy Statement:

At Theydon Bois Primary School, we understand that how we interpret behaviour is vital. We understand that behaviour is understood as a communication of an unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn't have done something and were perfectly capable of acting differently.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing or why and they have limited capacity to act differently. Stress behaviour is caused by having a too high stress load. The big challenge is figuring out why the child's stress is so high.

(Essex Trauma Perceptive Practice Manual)

At Theydon Bois Primary School we want a caring, friendly and safe place for all of our pupils. Our relationships with others are based on mutual respect and consideration for others, embodied in the phrase **TERRIFIC**.

We aim to provide an ethos and an appropriate learning and social environment, in which all children can learn and develop their full potential. Every member of our school community has the responsibility to ensure that:

- Learning is the priority
- There is respect, courtesy and consideration to all
- Relationships are positive and trusting.
- The environment is a safe space.
- There is honesty, and co-operation with others
- The school and classroom expectations are met
- Adults aim to praise publicly and remind children about expected behaviour in private.

Trauma Perceptive Practice (Essex Local Authority)

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behavior and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of adverse childhood experiences on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximize the protective factors of school life by creating an environment of safety that has strong, positive relationships at its heart.

At Theydon Bois Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals rather than constant criticism.

At Theydon Bois Primary School we expect children, and adults, to be **TERRIFIC**. Children are encouraged to develop and understand the need to be:

THOUGHTFUL

To consider the needs of others

ENTHUSIASTIC

To be keen, eager and interested

RESPONSIBLE

To make good choices and accept the consequences of poor choices

RESPECTFUL

To be polite and care for yourself, others and our environment

INCLUSIVE

To respect the ideas and feelings of others

FRIENDLY

To be **welcoming** and kind to others

INQUISITIVE

To wonder about the world

CAPABLE

To be independent, have a go and do your best

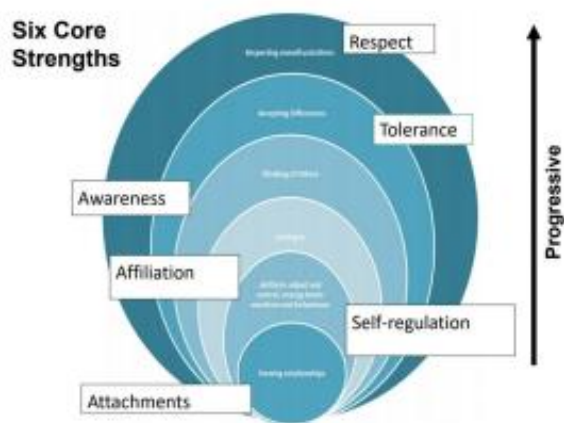
Promoting Positive Relationships

As adults in school, we are responsible for:

- Promoting positive relationships and behaviour at all times and highlighting good examples and with the fair application of praise, rules and rewards.
- Supporting children with challenging behaviour and relationship difficulties, including the provision of support for parents.
- Encouraging children to do their best at all times and take pride in their work and school.
- Valuing each child and providing opportunities to build and maintain each individual's self esteem. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. We use the **Zones of Regulation** to help children understand the language and skills needed to recognize and express their emotions which helps to build positive mental health.
- We use Assemblies, VIBE 5, PSHE and Mindfulness to promote the values and aims of the school, reflect on behaviour and relationships and to celebrate individual and school achievements and successes.
- Involving children in the local community e.g. Choir at Christmas Fair.
- Setting a good example at all times through positive role modelling
- Giving children ownership and an increased sense of purpose in their work, through increasing choice, constructive criticism, sensitive marking and discussion of work.
- Involving children in maintaining school expectations through our established School Council.

Our positive approaches are based on an understanding that pupils are learning how to manage themselves

with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenges will arise, which will need to be managed. Children will be supported to develop relationships in accordance with Bruce Perry's six core strengths (see diagram below), as referred to in our Trauma Perceptive Practice training, moving from forming secure attachments to respecting others; this represents that good learning has taken place.



All classes discuss and establish their own agreed expectations to ensure there is a safe and orderly working environment. Regular class discussions help children explore feelings, discuss issues and enhance their self-esteem. Relationships and the acquisition of British Values are supported informally at all times in classrooms and around the school, and more explicitly in assemblies and in religious, personal, social, health and emotional education.

Positive Recognition And Rewards For Good Behaviour

In order to develop respect for others and responsibility for their actions, it is essential that positive behaviour is recognised. Each class has a reward system that is managed by Class teachers and that is fair, for the benefit of every child in the class. Children also respond to a quiet word during a lesson, in the lunch hall or on the playground, that reassures them that they are behaving in the right way.

Rewards include

- Stickers – either from class or head teacher
- Certificates – star of the week, Living School Values
- Raffle tickets for Pencils/pens or other small items

Any rewards are managed by the class teacher and are issued fairly. Pupil behaviour may also be acknowledged through phone calls/conversations with parents or publicly acknowledged through the school newsletter or in assembly.

Correcting Inappropriate Behaviour

While our emphasis at Theydon Bois Primary School is on the encouragement and rewarding of good behaviour, there may be occasions when we must deal with inappropriate behaviour. When children display inappropriate behaviour anywhere in the school, we will use the **Good to be Green Behaviour Scheme**.

It proves an effective and consistent way to promote positive behaviour in the classroom. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the

schools behaviour code. Good to be Green cards, weekly certificates and raffle tickets are available to help manage and reward behaviour in class.

If the behaviour continues, the child will be given time to reflect upon their behaviour, this may be within their classroom, in another classroom, in the school lobby area or in the Head teacher's office. During this time they will be asked to think about how their behaviour should change, they may be asked to complete a written reflection in their own time. At the end of the thinking time, the child will be asked to resume the activity displaying the behaviour that is expected.

Continued inappropriate behaviour, lack of respect for adults or behaviour that puts that child or others at risk will be referred immediately to a senior member of staff. This may then involve communication with parents.

Decisions about the management of inappropriate behaviour rest with class teachers, who have detailed knowledge of the children in their care and will relate consequences to the child's age and level of understanding. A consequence must be proportionate. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Incidents will be referred to a senior member of staff as detailed above.

Corporal punishment is illegal in all circumstances.

School staff will use a range of sanctions that may include

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges
- Reflection including during lunch-time, (staff will allow reasonable time for the pupil to eat, drink and use the toilet).
- Internal exclusions may be issued in extreme cases – pupils will be provided with work to be completed in an area away from their class (with a member of the Senior Leadership Team, this may be in the Head Teacher's office)
- In more extreme cases schools may use temporary or permanent exclusion. – see further in this policy for information about exclusion.

Any behaviour incidents, either significant or of a repeated nature should be recorded on an incident form – copy given to class teacher and original given to the Headteacher.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Mid-day Assistant and a team of Mid-day Assistants. The Senior Mid-day Assistant can refer to the Head Teacher or a member of the teaching staff if necessary. The Mid-day Assistants are expected to maintain order during lunchtime, and pupils are expected to treat them with the respect expected by all adults at Theydon Bois Primary School. Pupils who do not meet our lunchtime expectations may be re-directed to a different task, asked to stay in a particular area of the playground or be sent in from the playground. The Senior Mid-day Assistant will liaise with class teachers if there are pupils who continually misbehave, or there are significant incidents. Any behaviour incidents, either significant or of a

repeated nature should be recorded on an incident form – copy given to class teacher and original given to the Headteacher.

Year 6 pupils act as Play Leaders at lunchtimes to ensure that our lunchtimes are happy and secure times.

Support for Pupils to Manage Behaviour

Some children have individual needs that make it difficult for them to manage their behaviour in the same way as their peers. We value every individual and as a consequence strive to support those children with special needs. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Support for pupils usually takes the form of agreed targets in class with appropriate rewards that are earned in the short term and are visual so that the child can be encouraged to improve. It is essential in this process that the teacher, child and parent work together to support and reinforce the attempt to change behaviour.

There are times when we need to draw on the professional advice of other agencies to help us set targets and develop strategies for children with behavioural difficulties. This is always done after consent is given from parents. We use the expertise available from the Essex County Council Social, Emotional and Behaviour Difficulties Team. Children requiring support from outside agencies will usually be placed on our Special Needs Register. We will work in close partnership with parents and monitor the effect strategies are having on behaviour and academic progress.

Pupil's conduct beyond the school gate

Section 90 of the Education and Inspections Act 2006 states that teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable." Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- unacceptable use of social media e.g. cyber bullying etc

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items” (including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property). The Head Teacher and any member of staff authorised by her may also use such force as is reasonable given the circumstances when conducting a search without consent

The legislation states that weapons and knives and extreme or child pornography **must** always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. At Theydon Bois Primary School, the Head Teacher will return any other confiscated items to the child’s parents.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. Ref: DFE-00034-2014

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’. Ref: DFE-00295-2013

Exclusions

It is with regret that ongoing and sometimes one off seriously bad behaviour will sometimes be met with suspension or permanent exclusion in line with Local Authority/Department for Education procedures.

The Head Teacher is the only member of staff able to exclude pupils. A child can be excluded for one or more fixed periods up to a maximum of 45 school days in one year. Permanent exclusion will be considered in serious cases.

The school’s statutory duty is stated in the Department for Education document ‘*Exclusion from maintained schools, Academies and pupil referral units in England*’. Reference: DFE-57501-2012 A copy of this document can be accessed via the DFE website.

We will always try to inform parents that their child is ‘at risk’ of exclusion. However, this may not always be possible if the behaviour is such that immediate exclusion is necessary.

Unacceptable behaviours that might lead to an exclusion include:

- Persistent disruption to learning
- Physical violence
- Threats of violence
- Persistent defiant behaviour
- The consistent use of unacceptable language with the intent of offending a child or adult
- Serious lack of respect for others or property
- Racial or sexual harassment

- Persistent bullying of any kind

If members of staff feel that a child will not obey instructions or might behave in a way which would constitute a risk to themselves or others, he/she may be excluded from school visits/journeys. This decision would be made following discussion with parents.

Continual disruptive lunchtime behaviour could result in exclusions from the school site at lunchtimes for a set period.

Anti-Bullying

Theydon Bois Primary School will not tolerate bullying in any form. The dictionary defines "bully" as "a person who uses strength or power to coerce others by fear."

We acknowledge that children will sometimes fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what is cool or not – this is a normal part of growing up and is not bullying. Bullying must include any behaviour which denies others' respect, feeling of safety and right to learn. Bullying behaviour is usually:

- Deliberate – hurting someone on purpose, it is not accidentally hurting them
- Unfair – the intended target is hurt and doesn't deserve it
- Repeated – it can happen on a number of occasions

Children may experience bullying because they are "different" or because they are thought to be "different". At Theydon Bois Primary School we encourage everyone to respect each other and celebrate similarities and differences in all people.

We encourage all children to feel able to tell adults if they witness or are subjected to bullying behaviour. Every incident of bullying will be followed up in our school and the victim will feel supported. In this way hopefully the likelihood of a recurrence is reduced. We will provide opportunities for victims of bullying to tell adults confidentially and in a sensitive way.

We will never, 'bully the bully' as this will only give credibility to their behaviour. We will always contact the parents of all children involved, and put strategies in place to change bullying behaviour.

All members of staff are aware of our behaviour policy, including that of bullying, and will have appropriate training to deal with the children in their care and will follow the school procedure.

- We will always listen to and follow up any complaint by a child.
- We will always listen to "the other side of the story" and not judge until we are confident that we understand the whole situation.
- If a pattern of bullying is emerging we will keep a record of it and inform other members or staff to do the same. We will contact parents at the earliest opportunity to seek their support.
- If the bullying persists we will involve the child in a behaviour programme to try to break the habit of the bullying.
- We will encourage peer disapproval.
- We will encourage the victim to stay calm and not to lose their temper or retaliate.
- We will encourage children to make the right choices and to be considerate, thinking of others' feelings.

- We will always reassure and comfort the victim and provide them with a trusted adult to give confidential support.

We will ensure that all children have regular teaching that helps them identify bullying in all of its forms, including cyber bullying. We will help children learn how to stay safe when using the internet. We will ensure that all children feel able to trust every adult in school so that they can alert adults to any bullying behaviour, safe in the knowledge that it will be dealt with.

Working With Parents

When a child demonstrates persistent and ongoing problems we will involve the parents at the earliest possible time, aiming to work closely together for consistent boundaries and behaviour management of the child. It is vital that the child perceives that parents and school are working together and that parents are backing the school. Openness and honesty between parents and school are vital for helping the child. Parents must respect the school for their experience, knowledge and professionalism; the school must respect the parents for their knowledge of the child. To this end we encourage parents to keep us informed about any unusual behaviour at home or any concerns that they may have about their child in school.

Governors

The Governors will receive a report - verbally or written - about pupil behaviour from the Headteacher each term.

The governors will follow the DfE guidance '*Exclusion from maintained schools, Academies and pupil referral units in England*'. Reference: DFE-57501-2012 in relation to any exclusions.

The governors will ensure that in line with legislative requirements, the Headteacher publicises the school behaviour policy in writing, to all staff, parents and pupils annually and it will be posted on our school website.

This Policy was updated in the **Autumn 2026** and will be updated annually.

Our School Rules supporting our TERRIFIC values:

1. Respect Everyone and Everything

- Speak kindly, listen when others are talking, and treat classmates, teachers, and school property with care and respect
- Always greet your teachers and friends politely and remember to say Please and Thank You

2. Hands, Feet, and Objects to Yourself

- No hitting, kicking, or throwing objects at others. Keep your body safe and respectful

3. Follow Directions the First Time

- Listen to teachers and staff right away to keep the classroom and playground safe and running smoothly

4. Stay in Your Safe Space

- Remain in designated areas (classroom, playground, hall) and walk quietly indoors—no running indoors

5. Be Ready to Learn

- Line up quietly after break and lunch in a straight line
- Be positive and ready for learning each day