Belvedere Infant and Junior Schools 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.

We at Belvedere Infant and Junior schools believe that every child, every family and every minute matters. We take pride in providing a nurturing and stimulating environment that encourages children to take risks and dream big in a place they feel safe, happy and listened to. Together we will create happy memories that last forever.

Every day at Belvedere Infant and Junior Schools is an extraordinary school day. Our unwavering commitment in 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 Belvedere Infant and Junior Schools 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 Belvedere Infant and Junior Schools, 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 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

For the safety and well-being of everyone in the school community it is necessary for us to work within a set of rules. Our six school rules are clear and simple. They are displayed around our schools and are used consistently and are linked with consequences. They are:

- Walk quietly on the left.
- Speak to each other politely. (Kind words)
- Keep your hands and feet to yourself. (Kind hands and kind feet)
- Listen to and follow instructions.
- Attend school regularly and be on time.
- Keep the school environment clean and tidy.

Dining Hall

- Be respectful and polite at all times.
- Eat healthy food.
- Follow instructions at the first asking.
- Talk quietly.
- Always walk carefully in the dining hall.
- Stay in designated areas.
- Ask for permission before leaving the table
- Clear away school dinner trays and cutlery

Playground

- Look after and play safely with the playground equipment.
- Stay in the playground, unless given permission to leave.
- When you hear the first bell, stand still.
- When you hear the second bell, teacher calls children to walk silently to lines.

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; they are revised at the start of each half-term. 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 Belvedere Infant 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:

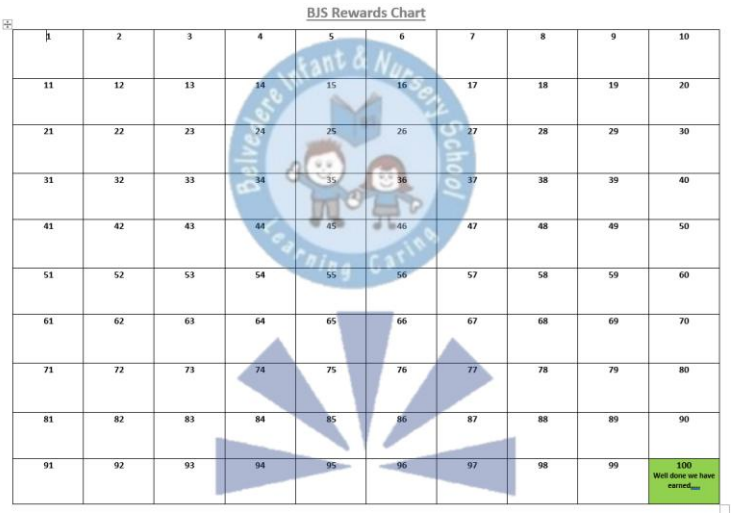
Adaptable - Ready to change.	Ethical - Make responsible choices.
Communicator - Give and receive information.	Resilient - Keep trying.
Collaborator - Learn as a team.	Respectful – Valuing other people's opinions.
Empathetic – Understanding others people's feelings	Thinker - Try new ideas.

We focus on these both in class and during the times we gather together as a school community – in assembly focussing on specific goals These assemblies encourage children to value the goals further and reflect on times that they could demonstrate these through the school day as well as when they go out into the wider world. Dojo points are given when children demonstrate the personal goals and BJS children are asked to reflect on these when they are given a detention.

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 100 square is used as a whole class positive reinforcement tool. The class discuss and decide on a reward they would like to work towards. Each time the whole/majority of the class are showing good behaviour choices, they earn a square. Once the class reach 100 squares, they receive their agreed reward.

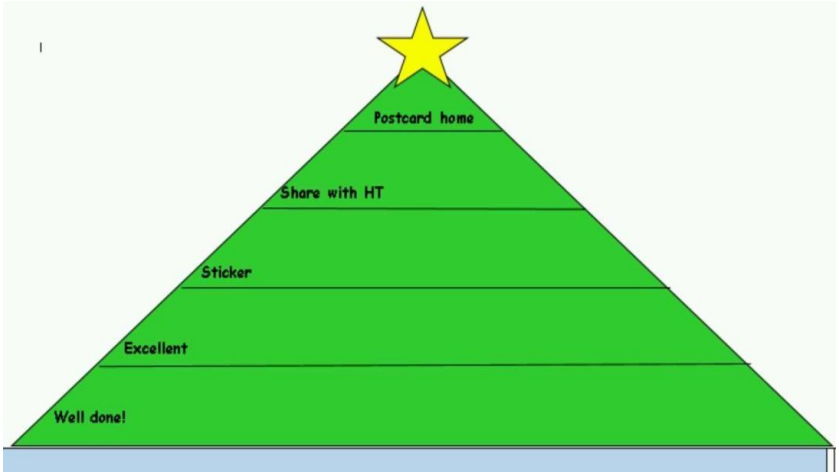


The Green triangle is central to our positive ethos: Everyone tarts at the starting point each day. Children move up the triangle throughout the day.

Once they reach the top two (Postcard home and Share with HT) they can visit the HT/DHT for a sticker at 3pm that day.

At the end of the day, children are rewarded with dojo points based upon their final position on the green triangle.

If you want to celebrate the dojo points during the lesson, this is at the teacher's discretion. Children then return to the starting point the next morning.



Class Dojo reward examples:

- Verbal praise Well done – 1 dojo
- Verbal praise Excellent – 2 dojos
- Be praised by our teachers – Sticker – 3 dojos
- To be sent to the Head Teacher for a Golden Sticker – at 3pm – 4 dojos

  To take a postcard home – Postcard – 5 dojos

Class teachers will ensure that every child will receive at least one Head Teacher sticker or postcard every term.

At the end of every week, the three children with the most Dojo points in each class will receive a Dojo certificate. These points are then reset ready for the following week.

At Belvedere Junior School, teachers must keep a record of who has won dojo certificates and will ensure all children are considered when promoting positive behaviour.

Achievement Celebration Assembly

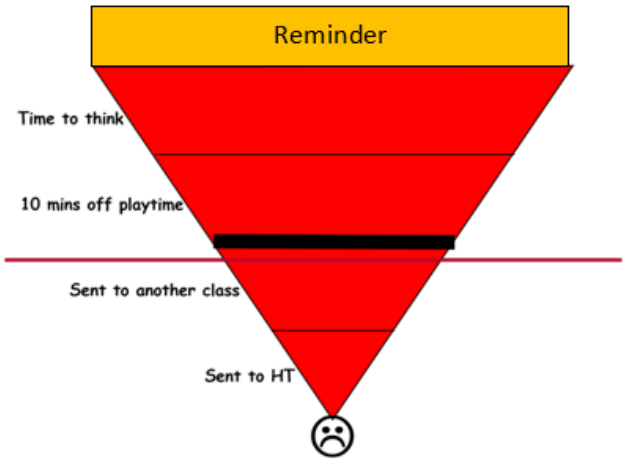
This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, staff award a certificate to a child who has worked really hard or who has demonstrated one of the personal goals, for example, resilience to complete a piece of work.

Both schools ensure that all children's achievements throughout the school year are acknowledged as appropriate to their needs. The schools recognises that children's needs vary greatly and therefore rewards are given in a variety of circumstances. The Celebration Assembly is also an opportunity to say well done and award any certificates gained in the areas of sport, music or any other of the many competitions our children enter.

We ensure that throughout the year, every child in each class receives at least one certificate because every child can excel in at least one area. Efforts will be made to communicate news of rewards to parents/carers by telephone, email or written note and parents are invited in to watch their child receive their certificate in assembly.

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.



The Red Triangle is displayed in classrooms as steps towards the apex of a triangle with the verbal reminder as the base, under the Green Triangle. The Red Triangle and associated consequences are displayed separately on the teacher's desk. We will make clear to learners what standards of behaviour we expect and offer them support to help them understand and improve their behaviour. All adults use consequences consistently throughout the school.

ONLY an adult can move names down the triangle. Under no circumstances should a child be asked to move their name down. This is the role of the adult to avoid public shaming and possible further negative behaviour choices.

There is a clear system and progression of consequences as a result of continuing to not follow the expectations set.

No record made	Non-verbal warning of how to behave and follow expectations.
Reminder	Verbal reminder
Consequence 1 on Red Triangle	Spend 5 minutes alone in a Responsible Thinking Space in the classroom
Consequence 2 on Red Triangle	Spend 10 minutes of playtime with a teacher. BIS – Missed play with class teacher BJS – Child goes to lunchtime detention to reflect where names are recorded responsible adults on spreadsheet. A total of 3 missed plays in one half term results in email to parents, 6 missed plays a phone call is made by the class teacher and 9 missed plays is a face-to-face meeting with class teacher and behaviour lead.
Consequence 3 on Red Triangle	Spend 30 minutes in a paired class. The Class Teacher will record the incident on CPOMS and these are regularly monitored. The Class Teacher will ensure that appropriate work is sent with the pupil. Parents and carers are to be informed. This can be by email through admin, phone call or a conversation at the end of the day.
Consequence 4 on Red Triangle	Sent to the Head Teacher or Member of SLT. The Class Teacher will record the incident on CPOMS and these are regularly monitored. Parents and carers are to be informed. This can be by email through admin, phone call or a conversation at the end of the day.

SEND Pupils

Children with SEND who are able to engage with the behaviour policy (with or without some adult support) will follow the usual process.

Children with high needs may require sanctions to be immediate (as is a reasonable adjustment to the behaviour policy). They may also require more adult support to help them reflect and understand their behaviour (social story to compliment the sanction etc)

Children with complex needs will require significant adjustments to be made (although aligned as much as possible to the behaviour policy). EG, staff should reflect whether all possible strategies and support were in place prior to the behaviour/incident.

– If yes, then:

- Time to think – will be a social story
- 10 minutes – may be more like 2 or 5 minutes, with a timer, immediate time out

- Sent to another class – this is unlikely to happen due to level of need
- Sent to HT – if there is any violence towards staff or peers etc, staff will report immediately to SLT/SENCO for further discussion. These will then be recorded on CPOMS in exactly the same way as non-SEND pupils.

- If 'no' then:
staff should reflect on next steps to reduce further incidents – significant level of behaviour should still be recorded on CPOMS

TA's recording on CPOMS

If behaviour incidents occur during play or lunch, TAs should inform class teachers in the first instance. TAs can then record the incident on CPOMS at 3.15pm that day.

Safeguarding incidents MUST be reported immediately.

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 Belvedere Infant and Junior 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 our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school.

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 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.

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 Behaviour recorded in behaviour log Missed playtime Sent to partner class with work until the end of session	Pupil Class teacher Phase leader/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 red triangle Daily/weekly report card set up by CT with pupil/parent Referral to Head Teacher In school suspension Fixed term suspension	Pupil Class teacher Parent Phase leader/member of SLT Deputy Head Teacher Head Teacher	Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of Inclusion leader/School Learning Mentor

Stage Three behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Two incidents of stage 2 behaviour in a day Disrespectful behaviour to members of staff and other adults Biting/violence All behaviours that puts other children's safety at risk	Daily/weekly report card set up by CT with pupil/parent Referral to Head Teacher In school suspension Fixed term suspension followed by reintegration meeting Part time education programme with support from parents	Pupil Class teacher Parent Phase leader/member of SLT Deputy Head Teacher Head Teacher Executive Head Teacher LA Inclusion staff	Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of Inclusion leader Behaviour support plan in place with individual reward system If appropriate, referrals made to the following services: School counsellor CAMHS team Educational Psychology Team Social care

Stage Four behaviour

Behaviour issue	Consequences	People Involved	Support Offered
Repeated/prolonged stage 3 behaviour Extreme violence Carrying an offensive weapon Repeated racist/homophobic behaviour Repeated bullying incidents	Reduced timetable Fixed term suspension Permanent suspension	Pupil Parent Class teacher Head Teacher Executive Head Teacher LA Inclusion staff	Alternative arrangements for education from day six onwards

Bullying of any kind is unacceptable at Belvedere Infant and Junior Schools

How We Prevent Bullying

We promote a positive ethos of mutual respect and reward positive behaviour - see 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 an annual Friendship day held during Anti-bullying week (November).

We deal with bullying by implementing our Behaviour and Anti-Bullying Policies 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 Teachers.

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 suspensions 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 through in-school suspensions and fixed term suspensions.