Behaviour Policy

Policy Author	**Mr. K Hopkins**	**Date of Approval**	28.09.26
Policy Approval	**Full Governing Board**	**Next Review Date**	September 2027

Aims and Expectations

At Oldbrook First School and Nursery, we want every member of the school community to feel valued and respected and to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy, is therefore, designed to support the way in which all members of our school community can live and work together in a supportive way. It aims to promote a safe environment in which all pupils can learn and reach their full potential. We use a restorative approach to support our school community to build respectful relationships. Children are helped to understand the purpose and the practice associated with restorative principles. This involves relating to others of different age, ability, gender, race or religion with a sense of unconditional regard. When difficulties arise, it is the difficulty and not the child that is the problem. A sense of partnership is created through the process of building a learning community that is supportive, accountable and respectful.

Legislation and Statutory Responsibilities

This policy has been written on advice from the Department for Education (DfE). It should be read with the Child Protection, SEND, Attendance, Supporting Pupils with Medical Conditions, Online Safety and Complaints policies.

- Behaviour in schools (DfE, February 2024, non-statutory advice).
- Searching, screening and confiscation (DfE, July 2022 guidance, publication page updated July 2023).
- Equality Act 2010, including reasonable adjustments and the public sector equality duty.
- Supporting pupils at school with medical conditions (statutory guidance).
- SEND code of practice 0 to 25 years (statutory guidance).
- Mobile phones in schools (statutory from 29 June 2026, to be followed from 1 September 2026).
- Keeping children safe in education 2026 and Working together to safeguard children 2026 (statutory guidance).
- EYFS statutory framework for group and school-based providers (effective 1 September 2026)
- Suspension and permanent exclusion guidance (effective 26 July 2026), including pupil movement.

- Working together to improve school attendance (July 2026)
- Revised Relationships Education, RSE and Health Education guidance (effective 1 September 2026).
- Preventing and tackling bullying (DfE advice).
- Section 175 of the Education Act 2002 safeguarding duties.
- The Children and Families Act 2014 and Equality Act 2010 underpin support for pupils with SEND and medical conditions.
- The Education and Inspections Act 2006
- Positive Environments Where Children Can Flourish

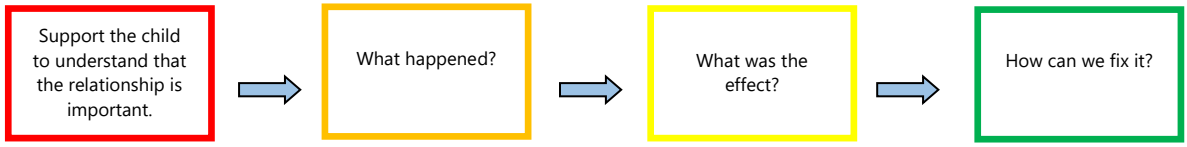
Our Restorative Approach

'Restorative Practice' uses community circles, restorative conversations and a committed partnership with parents and carers to achieve respectful, collaborative relationships.

Community Circles are used with peers and adults. Children are actively encouraged to listen and respond to a question that goes around the circle. The circles allow all the children to have a voice and feel as a part of their class. This is the first step to building strong relationships with others.

Restorative Conversations are an integral part of school life to teach and support children how to work and learn collaboratively with their peers. As part of our restorative practice in school, staff and children are encouraged to talk about any incident that has happened and discuss the effects of this action so that they can then restore the broken relationship, therefore teaching the children to be responsible for their own actions.

When we discuss the incident with the children involved, we use language that does not imply any blame. Instead, we focus on supporting the children to communicate to understand the effect of the action has had on others and explore ways to 'restore' the relationship.



Restorative conversations do not replace safeguarding action, investigation or a proportionate response to harmful behaviour. Staff will consider power imbalances, readiness and safety, seek the child's views and involve the Designated Safeguarding Lead (DSL) where needed. The school will support both the child harmed and the child alleged to have caused harm.

Committed Partnerships with families and the community are integral to our ethos and vision. Parents and Carers are the most important part of their child's life and have the biggest influence on their learning. As part of Restorative Practice, we are committed to building strong relationships between home and school.

Golden Rules

The school has a number of Golden Rules. It is a means of promoting positive relationships, so that the school community can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a caring way towards others.

This policy aims to help children to grow in a safe and secure environment and to become positive, reponsible and increasingly independent members of the school community.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation as well as reinforcing the right choices children make.
We treat all children fairly and apply this policy consistently, with reasonable adjustments for disability and support matched to age, development, communication, medical and other needs. Fairness does not always mean an identical response.

School Rules

Our Golden Rules

- We are kind and friendly;
- We try our best at work and play;
- We look after Oldbrook First School and everything in it;
- We speak and listen at the right times;
- We always walk in school;
- Sometimes we all make mistakes and we are sorry.

The class teacher will discuss the school's Golden Rules with their class. In addition to the school rules, each class, may if appropriate, have its own homebase rules, agreed by the children and displayed on the wall of the homebase. These rules will be discussed and reviewed at the beginning of each school term. They are a teaching tool, which needs to be constantly reinforced and highlighted. In this way, every child in the school knows the standard of behaviour that we expect in our school.

If there are incidents of anti-social behaviour, the class teacher discusses these with the child involved through a restorative conversation. Community Circles provide the ideal opportunity to encourage the personal development of children and promote a caring and supportive environment, enabling all members of the school community to feel secure and respected. Sessions may also be used to highlight areas of concern relating to relationships and behaviour across the school. Therefore, as and when the need arises, Community Circles will be used in class to clarify issues [such as our `Golden Rules'] that staff and children need to be aware of.

Incentives to Positive Behaviour

At Oldbrook First School if a child successfully applies the Golden Rules, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- warm relationships;
- a stimulating curriculum;

- positive role models.

However, it is also important to have a reward system in place, which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success, we praise and reward children for positive behaviour in a variety of ways:

- Non-Verbal Praise: smiles, "thumbs up".
- Verbal Praise: congratulating children is the most important factor in creating a positive atmosphere to promote positive behaviour. Verbal praise can range from a word in the ear to a shared recognition in class and should be related to the Golden Rules. It can also be given to-by everyone.
- Display: children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort.
- Marking Policy: marking will be used to build on success and encourage by positive verbal feedback.
- Privileges or Jobs: within each class, there will be jobs e.g., taking the register.
- Sharing: in recognition of a particular task or behaviour, children may share their success with others: for example, the class; the next class or teacher; or a chosen adult, e.g., caretaker/ school secretary/ Headteacher.
- Stickers: each class will have its own supply of stickers, which may be used to reward the children for positive behaviours and good work.
- Certificates: each class may use certificates to reward the children for positive behaviour and good work.
- Celebration Golden Assembly on Friday: each week we nominate two children from each class to be an 'Oldbrook Goldie'. They receive a certificate in the school assembly and sit on the 'Golden Chairs'.
- Person of the Week: The Headteacher will choose one child each week to be 'Person of the Week'. This is a special award to acknowledge those children who are always well-behaved.

Consequences to Misbehaviour

Children are taught that not keeping the school rules can have a consequence. Staff first establish what happened, listen to the child and consider safety, context and any unmet need. Responses must be reasonable and proportionate, taking account of age, SEND, disability and other relevant circumstances. A sanction does not replace support or safeguarding action.

- **we expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or teaching assistant.**
- **we expect children to try their best in all activities. If they do not do so, we will offer guidance and support.**

- if a child is disruptive in class, the teacher or teaching assistant reminds them of the expectation and offers support. Where necessary, supervised removal may be used under the safeguards below; a calm space used to support regulation is not automatically a punishment.
- the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and the class will be moved.
- if a child threatens, hurts or bullies another child, the class teacher records the incident using MyConcern as an incident of child-on-child abuse and appropriate action is taken. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If a child breaks the Golden Rules in consequence, there may be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and, therefore, positive behaviour promoted. It is important to remember at all times to target the behaviour and not the child:

- Praise: praise children showing appropriate behaviour in class.
- Non-Verbal: a look, shake of the head, a slow walk to the child.
- Verbal: a reminder of the Golden Rules. At this stage, it is hoped that this will be in a 1:1 situation, quietly, without the rest of the class becoming distracted.
- Verbal Warning: a clear, concise message.
- Referral to Senior Staff: persistent behaviours may be referred to a senior member of staff, who will decide an appropriate response. This may include supervised work in another class for up to 30 minutes or a proportionate loss of free time, with the safeguards above. An apology or repair activity is supported when the child is ready; it is not forced. Repeated removal prompts a review of support with parents and the SENCo.
- Fast Track: severe behaviour, such as serious fighting, bullying including racism, threats or serious damage, may be referred immediately to the Headteacher. Parents will be contacted promptly unless the DSL identifies a safeguarding reason to follow a different notification route. A day working separately in school is removal, not a formal suspension. Only the Headteacher or acting Headteacher can decide a suspension or permanent exclusion under the section below.

Children with Social, Emotional and Behavioural Difficulties and SEND

Before imposing a sanction, staff consider whether disability or SEN contributed, whether the child understood and could meet the expectation, and whether reasonable adjustments were in place. A disability does not prevent a lawful response, but discriminatory treatment is not permitted. Necessary support is not withheld as a reward or sanction. In early years, staff must not use or threaten corporal punishment, or any punishment that could adversely affect a child's wellbeing.

Banned Items

All stakeholders will recognise that there is a broad range of items which if, brought into school or, in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school. The Governing Body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Legally prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and an article reasonably suspected to have been or likely to be used to commit an offence, injure someone or damage property. Mobile phones and smart devices with similar functionality are also banned under school rules, subject to agreed exceptions, and may be searched for. This distinction matters: a school-rule ban does not itself authorise force to search.

The Headteacher or an authorised member of the leadership team will follow the current DfE searching guidance. Without consent, a search requires reasonable grounds to suspect a legally prohibited or specified school-rule item. Staff explain the reason and process in an accessible way. Searches of a pupil require a same-sex searcher and a staff witness, subject only to the narrow urgent serious-harm exception in the guidance. Staff must not require removal of more than outer clothing or conduct a strip search. Possessions are searched with the pupil and another member of staff present, subject to the guidance's emergency exception.

The leadership team will consult the DSL on safeguarding concerns, record searches for prohibited items and any search raising safeguarding concerns on MyConcern, and inform parents promptly as the guidance requires. Suspected criminal evidence must be preserved and referred appropriately. Staff must not view, copy, forward or delete suspected sexual images of children; they will secure the device and refer immediately to the DSL. Police involvement does not remove the school's duty to safeguard the child.

Mobile Phones

Children must not bring or use mobile phones or smart devices with messaging, recording or similar functions at school, including lessons, breaks and lunch. The Headteacher will agree and record necessary disability adjustments, medical use and other exceptional safeguarding needs individually. Approved devices are used only for the agreed purpose. Parents contact children through the school office. If an unauthorised device is brought in, staff refer to the Headteacher, arrange secure storage and parent collection, and apply a proportionate response. Staff follow the staff conduct and online safety rules and do not use personal phones for personal reasons in front of pupils.

Suspension and Exclusion

Only the Headteacher or acting Headteacher may suspend or permanently exclude a pupil, using the current statutory guidance and applicable law. The decision must be fair,

proportionate and based on the evidence, including the child's account and relevant SEND, disability and safeguarding factors. Governors do not give prior approval of individual decisions.

Permanent exclusion is a last resort. Both tests must be met:

- there has been a serious breach or persistent breaches of this behaviour policy; and
- remaining in school would seriously harm the education or welfare of the pupil or others.

A suspension is for a specified period, within the statutory maximum of 45 school days in a school year. Parents receive prompt written reasons, dates and information about representations and review rights. Required notifications to the local authority, governing board, social worker and Virtual School Head will be made as applicable. Education is arranged in line with statutory duties, including suitable full-time provision from the sixth school day where required. Reintegration support is planned; return is not conditional on a parent attending a meeting. [S6]

Informal exclusion, including asking a parent to take a child home to cool off without a formal suspension, is not permitted. A child will not be excluded because of parental conduct or because their needs cannot be met. A part-time timetable is not a behaviour sanction. Any exceptional temporary timetable for an individual need must follow the Attendance Policy, with a plan, reviews and a return-to-full-time date. [S6, S10]

Off site direction and managed moves

Any off-site direction must be a lawful, time-limited intervention to improve behaviour, with suitable education, safeguarding checks, objectives, review and reintegration arrangements. The governing board follow the July 2026 guidance, including written notice to parents and, for a child with an EHC plan, the local authority, at least two school days before it begins. Notice must cover the provider address, reporting arrangements, days, session times, reasons and objectives. Required review meetings and written decisions will follow the statutory timetable. A managed move is a voluntary permanent transfer agreed by the relevant parties in the child's interests; families will not be pressured into it. [S6]

Roles and Responsibilities

We are all responsible for our own behaviour. For children, especially, and, in some cases, for adults, allowance has to be made according to circumstances, situation and, in the case of children, age. However, the staff team will strive to have a common understanding of what constitutes acceptable behaviour and will always work to ensure the highest standards are maintained. Important contributions to the behavioural ethos of the school come through:

- example;

- supporting relationship building through Restorative practices
- dealing with inappropriate behaviour firmly and fairly;
- well planned and clear management of children;
- building team spirit through class and whole school activity;
- assemblies;
- Religious Education;
- Personal, Social and Health Education.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher records repeated misbehaviour on MyConcern and responds fairly and proportionately. Staff use the responses in this policy and de-escalation to prevent escalation. Where behaviour persists, the teacher seeks advice from the Headteacher and SENCo and reviews support with the family.

The class teacher [alongside the SENCo] liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA Behaviour Support Service.

The class teacher reports to parents on the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

The Headteacher implements this policy, leads behaviour and acts as lead DSL, as set out in the existing school arrangements. They ensure appropriate staff support, training, safeguarding cover and reporting to governors. Current DSL and deputy contact arrangements are provided through the Child Protection Policy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour using MyConcern.

The Headteacher or acting Headteacher alone decides a suspension or permanent exclusion. Notifications and governing board review follow the statutory process described above; the governing board retains its independent review role.

Staff consider whether behaviour may indicate abuse, exploitation, trauma, mental ill health or another unmet need. They act promptly under Keeping children safe in education 2026 and the Child Protection Policy, speak to the DSL or deputy and record concerns. Immediate danger is referred to external services. Staff must not wait for a behaviour pattern to recur before acting on a safeguarding concern. Child-on-child harassment and violence are safeguarding concerns for both the child harmed and the child alleged to have caused harm. [S4]

The DSL will consider appropriate support and referrals, including community early help, targeted Family Help or children's social care under local arrangements. Behaviour support and safeguarding work proceed together, with proportionate information sharing and records of decisions. [S4, S12]

The role of Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the School Prospectus, new parent meetings, at induction or re-induction and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents can raise concerns with the class teacher and then use the school's published Complaints Policy. A concern about the Headteacher follows that policy's route to the Chair of Governors. Safeguarding allegations follow the Child Protection Policy, including the local authority designated officer route where appropriate. Statutory suspension and exclusion representations and review rights are separate from the general complaints process.

It is the school's policy to welcome the interest and close involvement of parents. Parents are encouraged to make an appointment if they have a specific matter to discuss with the Headteacher or teaching staff. The development of positive behaviour patterns and self-discipline is seen to be a gradual process which importantly begins at home. We hope that

parents will support the school's behaviour policy.

The school ensures that parents have regular opportunities to liaise with the child's teacher and exchange information about his or her progress and behaviour.

If a child's behaviour is giving cause for concern, parents are always contacted and involved at an early stage. If a particular incident occurs, then the child's teacher will inform the parents; they will be invited into the school to talk about the incident, if this seems appropriate. The Headteacher or Assistant Headteacher will be informed if a letter is written or if the incident is of a serious nature.

The Role of Governors

The governing body sets written behaviour principles, reviews the policy and its effectiveness, and supports the Headteacher in implementation. It ensures that statutory recording and reporting procedures for force, seclusion and restraint are in place and takes reasonable steps to secure compliance. It reviews patterns and equality implications while protecting confidentiality.

The Headteacher has day-to-day responsibility for behaviour decisions. Governors oversee policy and exercise their statutory review functions without prejudging individual cases or compromising impartial complaints and exclusion review arrangements.

Staff Development, Induction and Support

New staff receive induction on behaviour, anti-bullying, safeguarding and de-escalation. All staff read KCSIE 2026 Part one in full. The Headteacher checks training needs and records, including safe restrictive intervention practice for staff likely to need it, and arranges updates and support through theNational College physical intervention training. [S2, S4]

Record Keeping

Incidents are recorded securely on MyConcern with the facts, child's account where possible, decisions, support and follow-up. Safeguarding records are accessible only to those who need them. Appendix 2 sets the specific recording and parent reporting procedure for force, seclusion and restraint. Records must not be delayed while staff wait for a routine meeting.

The Headteacher keeps a record of any child who is suspended or excluded.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Governors monitor suspensions, exclusions, removal, bullying, discriminatory incidents and restrictive interventions, including patterns affecting children with SEND or other vulnerabilities. The Headteacher checks whether support, reasonable adjustments and parent notifications occurred and whether practice needs changing.

Review

The areas targeted for review will be:

- The aims - are they still valid?
- The Golden Rules - are they still pertinent and being applied consistently?
- Rewards/sanctions - are they appropriate and do they act as incentives/disincentives?

Application of the Policy

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

This policy also covers relevant behaviour outside school, including online behaviour, where it affects pupils' safety or school life, takes place on a visit or journey, or involves a child identifiable as a pupil. The school acts within its lawful disciplinary powers and safeguarding responsibilities.

There may be occasions when specific rules need to be applied, i.e., the dining hall, science or technology lessons, on visits; however, the same principles of promoting good behaviour through the policy will always apply.

Monitor and Improve

Oldbrook First School and Nursery reviews behaviour and attendance together to identify barriers and arrange support. Unexplained, persistent or severe absence, and concerning patterns of lateness, prompt follow-up and safeguarding consideration under the Attendance and Child Protection policies. Attendance difficulties are not automatically treated as deliberate misconduct. [S10]

The headteacher will keep up to date with Government updates and reflect changes within the Policy to inform our practice.

The headteacher will periodically invite feedback from the school community and adjust where needed.

Appendix 1 Routines and expectations at key times of day

Children will come into the school building from 8.40am. They should be accompanied by a parent or family member on the playground before this time.

Children will be in the homebase ready to begin the day's work, by 8.45am each day.

Children will line up quietly when asked to or when preparing to move around the school building. They will move in pairs, without talking, remembering that others may still be working, and will show consideration for others by holding doors and stepping back to let others pass, where appropriate.

At other times when moving through school on errands or to go to the library, children will observe these same rules of courtesy and consideration.

At the end of breaktimes and lunchtime, children will line up quickly and quietly when the bell is rung. They will wait in line, without talking, to be sent into class. They will walk into the building quietly, and quickly settle themselves down ready to work.

At the end of the day, children will walk quietly out of the building by their class door. They will be careful of others and not push, run or shout.

Manners

Everyone at Oldbrook will treat each other with kindness and respect. This means good manners – using "please" and "thank you"; holding doors for each other; offering to help if possible; being polite and helpful to visitors in the school; and looking after each other as fully as possible.

Respect for Property

Children will be careful of the school building and its furnishings. They will not intentionally damage or deface any part, either internally or externally.

Children will handle books, textbooks, equipment and supplies with care; they will use these things sensibly and put them away when they have finished with them or when asked. They will take responsibility for tidying up their own things. They will also help others by tidying up, when necessary, even if they have not used everything that needs putting away.

Children will use the cloakrooms with care and consideration. They will ensure their own property is put away properly and take care not to disturb and damage others' property. If something should get knocked down, they will be kind and pick it up.

The Working Environment

Children will have a respect for the various abilities of others. They will apply themselves fully to their tasks, co-operating with all staff and children with whom they might be asked to work. They will normally work quietly, ensuring that the unnecessary movement or noise does not affect the concentration of others. Children will strive to do their best in all things.

The Play Environment

Children, in their free time, will continue to be respectful of the rights and wishes of others. They are expected to be kind, caring and thoughtful. They will be expected to abide by the rules of the play area which are established to ensure that all are safe and so that the majority can make good use of the space available.

Personal Belongings

Children are discouraged from bringing to school any personal belongings of value. They must be responsible for those items they do bring and when, on occasion, they do bring something of value, it should be given to the teacher for safe-keeping.

Appendix 2: Restrictive interventions including reasonable force

The school aims to prevent restrictive interventions through calm communication, trusted relationships, accessible routines and individual support. Staff use the least restrictive effective response, consider alternatives and call for help where possible. The procedures below apply to all staff, including temporary staff and authorised adults.

Lawful and safe intervention

School staff may use reasonable force within the statutory power to prevent injury, offending, property damage or disorder, while pupils are in their lawful charge. Force is never a punishment. Any intervention must be necessary, proportionate and end as soon as no longer needed. Staff consider the child's age, communication, disability, health and trauma. They must not compromise breathing or circulation. Ordinary appropriate care or comforting contact is not prohibited. [S2]

For Nursery and Reception, corporal punishment and threats of it are forbidden. Physical intervention is used only to avert immediate danger or where absolutely necessary to manage behaviour. Every physical intervention is recorded, and parents are informed the same day or as soon as reasonably practicable, with safeguarding notification concerns referred immediately to the DSL. [S7]

Seclusion and restraint

Seclusion means non-disciplinary confinement away from other people, apart from staff, where the child is prevented from leaving. Blocking a doorway, securing a room or making a child believe they will be punished for leaving can qualify. Restraint restricts movement

and may occur without touch, for example through removing a mobility aid. A voluntary regulation break is different. Labels do not determine what actually happened. [S3]

Seclusion is only a safety response to protect others during high dysregulation, with continuous supervision in a safe place, ending when immediate risk reduces. Staff must not use threats of punishment to impose it. Any occurrence is referred immediately to the Headteacher and DSL and recorded and reported below. A support plan or parental agreement does not authorise unlawful intervention or remove reporting duties. [S2–S3]

Recording and reporting

The governing body will ensure compliance with section 93A and the 2025 No. 2 Regulations, effective from 1 April 2026. Each significant use of force and each seclusion or restraint incident must be recorded in writing as soon as practicable. A single record can cover overlapping duties. Staff will use MyConcern, alert the Headteacher or deputy immediately and aim to complete the record that day. Significant force goes beyond ordinary appropriate physical contact. [S2–S3]

The school's incident record will contain: the child and staff involved; witnesses; relevant needs and SEN status; date, time, location and duration; events and triggers; strategies tried; the intervention and degree of force; why it was necessary; injuries, treatment and support; the child's account; notifications and follow-up. The Headteacher checks completeness. Staff record facts and differing accounts separately. [S2]

Parents must be informed as soon as practicable; the school aims for the same day and provides written information. For a seclusion or non-force restraint incident at this maintained school, each parent receives a copy of the written record. If disclosure would be likely to cause significant harm, staff consult the DSL immediately and apply the statutory exception: inform any parent to whom disclosure is safe, or the child's home local authority if none. Record the decision and route. [S3]

For force incidents, the written report will explain when and where it happened, duration, why intervention was necessary, the type and degree of force and any injuries. The same safeguarding escalation applies. A prior agreement with parents is not a substitute for reporting each incident. [S2]

Support review and accountability

After an incident, staff check injuries and arrange first aid or urgent medical help as needed. The child, staff and affected witnesses receive support. The Headteacher arranges separate opportunities for the child and staff to explain what happened and a review of prevention, support plans and training. Parents are offered a follow-up discussion. Repeated incidents trigger a review with the SENCo and DSL. Leaders monitor notifications

and trends and report to governors. Any allegation that staff harmed a child follows the Child Protection Policy; the incident review does not replace that process.

Anti-bullying Policy

Introduction

Oldbrook First School and Nursery does not tolerate bullying, including cyberbullying, prejudice-based and discriminatory bullying. We also respond to harmful online content and misuse of generative AI, whether or not the incident meets the bullying definition. Everyone has the right to feel safe and happy at school. Staff act promptly to protect children, establish what happened and prevent further harm.

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Aims and Objectives

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

A Definition

Bullying is behaviour by a person or group, usually repeated over time, that intentionally hurts another person physically or emotionally and commonly involves an imbalance of power. A single serious incident, discriminatory remark or abusive act still requires action; staff do not wait for repetition or proof of intent before protecting a child. Online material can cause repeated harm through sharing. Examples include:

- name calling;
- interfering with friendships;
- physical contact or unwanted physical attack;
- negative body language;
- interfering with personal belongings;
- making fun of others.
- cyberbullying
- prejudice based bullying
- discriminatory bullying

Children can tell any trusted adult, their teacher, the Headteacher or DSL, using speech, drawing or another communication method that works for them. Adults will listen, reassure and explain what happens next. Witnesses are encouraged to seek adult help rather than intervene physically. No child should be penalised for reporting a concern honestly.

Staff respond immediately to safety needs, speak to children separately, listen without leading questions and record accounts on MyConcern. They inform the Headteacher or DSL and agree protection, investigation and support. Parents of children affected and alleged to have caused harm are contacted promptly, unless the DSL determines that safeguarding requires another route. Staff will not wait for repeated bullying before informing a family.

Support, proportionate consequences and a review date are agreed. The teacher checks whether the harm has stopped and whether each child feels safe, and escalates continuing concerns. Suspension or permanent exclusion can only be decided by the Headteacher under the statutory criteria above; a parent's unwillingness to cooperate is not a ground to exclude a child.

Safeguarding and online harm

Racist, sexist, misogynistic, homophobic, disability-related and other prejudicial conduct is challenged and recorded. Sexual harassment, sexual violence, coercion, threats and harmful sexual behaviour are referred immediately to the DSL and addressed under the Child Protection Policy. Staff do not dismiss abuse as banter or an inevitable part of growing up. Responses are sensitive to age and development and protect both the child harmed and the child alleged to have caused harm. [S4]

Online reports, including manipulated or AI-generated content, are taken seriously. Staff secure available non-sexual evidence without encouraging onward circulation. Suspected sexual images of children are not viewed or copied by staff and are referred to the DSL. The school coordinates with families, platforms or police where appropriate. Support continues even when an incident originated outside school.

Teaching prevention and help seeking

Age-appropriate PSHE, Relationships Education, Health Education and online safety teaching address kindness, boundaries, stereotypes, respectful relationships, bullying and how to get help, including reporting by witnesses. The school aligns this work with the revised statutory guidance effective September 2026 and EYFS personal, social and emotional development. Community Circles address general learning without identifying affected children or requiring disclosure. [S7, S13]

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors, on request, about the effectiveness of school anti-bullying strategies.

Complaints about bullying follow the school's published Complaints Policy and its timescales. Immediate protective action is not delayed while a complaint is considered. Safeguarding concerns or allegations follow the Child Protection Policy and the appropriate external referral route. Governors preserve impartiality for any later review.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the School Anti-bullying Strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Anti-bullying Policy on request.

The Headteacher reinforces that bullying is wrong through the school's values, assemblies and teaching. General learning may follow an incident, but staff protect children's identities and do not publicly rehearse an individual child's experience.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. All incidents are logged on MyConcern.

A member of staff who witnesses or receives a report of bullying acts promptly under the procedure above. They support the child, record the concern and ensure timely parent communication and DSL involvement where indicated.

Support is planned for the child harmed, the child alleged to have caused harm and affected witnesses. Staff help children understand harm and learn safer behaviour. Repeated incidents prompt review with the Headteacher and SENCo, assessment of unmet needs and external support where appropriate. Safeguarding referrals are not delayed until sanctions or meetings have failed.

Teachers will attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management where necessary.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

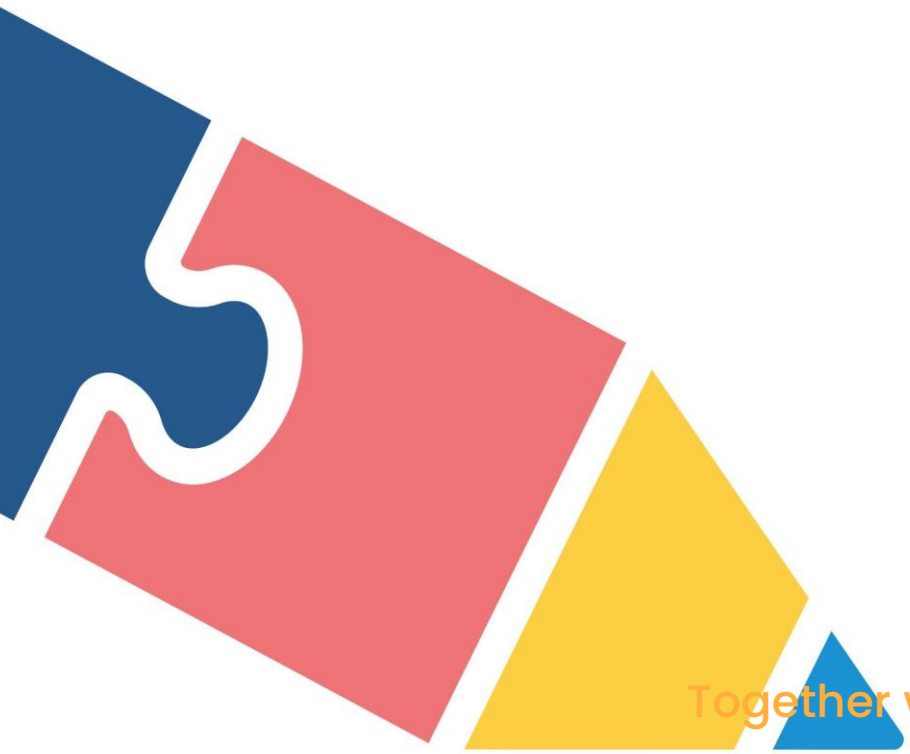
Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

The Headteacher reviews bullying records and follow-up, seeks children's and parents' views and reports patterns and the effectiveness of action to governors. The policy is reviewed annually and sooner when law, guidance or local learning requires it.

Appendix 3: Guidance

S1 Behaviour in schools, February 2024. DfE non-statutory advice. Official source
S2 Restrictive interventions including reasonable force, effective 1 April 2026. Statutory recording and reporting guidance within broader DfE advice. Official source
S3 Schools Recording and Reporting of Seclusion and Restraint No. 2 Regulations 2025, regulations 3–6. Main duties effective 1 April 2026. Education and Inspections Act 2006 section 93A also applies. Official source

S4 Keeping children safe in education 2026, Parts one, two and five and Annex C. Statutory guidance effective 1 September 2026. Official source
S5 Mobile phones in schools, updated 29 June 2026. Statutory guidance to be followed from September 2026. Official source
S6 Suspension and permanent exclusion including pupil movement, effective 26 July 2026. Statutory guidance, including off-site directions and managed moves. Official source
S7 EYFS framework for group and school-based providers, effective September 2026, paragraphs 3.74–3.77. Mandatory framework. Official source
S8 Searching screening and confiscation, July 2022. DfE guidance; publication page updated July 2023. Official source
S9 SEND Code of Practice, paragraph 6.21; Equality Act 2010 duties. Existing statutory requirements. Official source
S10 Working together to improve school attendance, July 2026, paragraphs 65–70. Statutory guidance. Official source
S11 Preventing and tackling bullying, July 2017 advice. Publication page updated July 2026 to remove superseded cyberbullying advice, not to replace the main 2017 text. Official source
S12 Working together to safeguard children 2026, published 18 March 2026. Statutory guidance. Official source
S13 Relationships Education, RSE and Health Education. Revised statutory guidance effective 1 September 2026. Official source