



West Byfleet Infant School
We Belong, Inspire, Succeed

Behaviour and Anti-Bullying Policy

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and have an enthusiasm for learning, as well as achieving success at all levels.

West Byfleet Infant School regards the behaviour policy as pivotal to developing each child as an individual and to developing his/her potential to the fullest. We plan for good behaviour and positive relationships and model the behaviours and values we want to see. We strongly believe that praise motivates children and that criticism lowers self-esteem. We promote positive learning behaviours and wish to foster an intrinsic motivation towards displaying positive behaviour.

We know that positive relationships lie at the heart of excellent behaviour. We expect all members of our school community to show dignity and respect to all people. We keep expectations high and rules to a minimum.

Our key school questions which underpin our school rules are:

Is it kind?

Is it safe?

Is it necessary?

Our Golden Rule is: to treat others as you would like to be treated

Bullying in any form (including cyberbullying) is not tolerated at our school

Member of staff responsible	Headteacher
Date Policy Produced	Spring 2025
Policy agreed/last reviewed	Spring 2026
Next review date	Spring 2027
Other Related Policies	No
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

Statement of behaviour principles

The governors and staff of West Byfleet Infant School are committed to promoting the values of respect, fairness, social and cultural inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and promotes the welfare of children and good relations across the school community. All children including Looked After children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

Behaviour principle -

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and home

Aims

West Byfleet Infant School regards the behaviour policy as pivotal to developing each child as an individual and to developing his/her potential to the fullest. Our aims are:

- Children are in a happy, safe and secure environment at school
- All members of the school community feel valued and respected
- Every member of the school community is treated fairly and well
- All members of the school community work together in an effective and considerate way
- All adults act as a positive role model for children
- All staff promote a calm learning environment
- The whole child is developed in order to become an effective learner

AI Policy Statement

At WBIS we recognise the potential benefits of AI to support teaching and learning but prioritise the safety, wellbeing, and rights of all pupils. In line with Department for Education guidance, any use of AI must be age-appropriate, transparent, and subject to robust safeguarding measures.

AI tools will never replace teacher judgement and will only be used where educational benefits clearly outweigh risks.

We will ensure:

- **Safeguarding compliance:** AI use will align with Keeping Children Safe in Education statutory guidance, including filtering and monitoring systems to prevent exposure to harmful or inappropriate content.
- **Data protection:** No personal or sensitive pupil data will be entered into AI systems, and all use will comply with UK GDPR.
- **Ethical practice:** AI will be used responsibly to avoid bias, uphold academic integrity, and respect intellectual property rights.
- **Transparency and consent:** Parents and carers will be informed about how AI is used, and pupil access will be supervised and restricted according to age requirements.

AI is a tool to enhance learning, not replace human interaction. All outputs will be critically reviewed by staff, and pupils will be supported to develop digital literacy and critical thinking when engaging with technology.

As staff we

- Plan for good behaviour and positive relationships
- Model the behaviours and values we want to see
- Use the language of 'Green and Red' behaviour choices
- Try to understand the behaviour and why
- Give clear expectations of green behaviour
- Be proactive in order to pre-empt and therefore prevent 'red' behaviour choices
- Reward 'green' behaviour choices wherever possible
- Adhere to the school policy consistently across the school
- Recognise the needs of individual children and adapt behaviour management where appropriate
- Use restorative approaches where necessary

Rewards

We believe that rewards are more effective in promoting positive behaviours and they can be an important tool in motivating children to make the right choices. We believe that rewards come in many forms and may not always be material. We want to ensure we foster an intrinsic motivation to behaviour choices.

We use a variety of rewards in our school including; verbal praise, reward stickers, marbles in the jar (whole class), proud cloud moments, lunchtime awards – linked to our school values. We have playground friends and Values Leaders – this role is awarded to children demonstrating values of the school.

Implementation

The governing body has the responsibility of setting down the principles that the behaviour policy is based on and of supporting the Head teacher in carrying out the policy, giving advice where necessary.

It is the responsibility of the Head teacher to implement the policy consistently across the school, and to report to governors on its effectiveness. The Head teacher must also support the staff in the implementation of the policy, set the standard for behaviour, and be responsible for the implementation. The Head teacher in consultation with the Senior Leadership team should also arrange any training that is required by or for staff.

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles of behaviour management (as noted in policy) in all their dealings with children. The class teacher should also spend time with their class devising their own class rules, which incorporate the core school behaviour questions and values.

The school at all times seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school. If the school has to use reasonable sanctions on a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the school communication trail.

Fixed-term and permanent exclusions

Where the behaviour of a child consistently puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their parents/carers to improve the behaviour, the Head teacher may implement a fixed term or permanent exclusion. DfE and Surrey County Council guidelines will be followed at all times.

Responses to Challenging Behaviour

Minor incidents

- for example, inappropriate language, non-compliance to a reasonable and understood request, inappropriate touching will be managed in a variety of different ways. Responses will include one or more of the following; Diffusion-, ignore inappropriate behaviour and praise/reward good behaviours, a restorative approach, (why did you do this? do you think it was a good idea? How did your behaviour make X feel?). The response will depend on the needs of the individual child and the developmental age. Where the pupil has SEND behaviours these will be dealt with on an individual basis with advice from our Inclusion team:

Repeated incidents

- which may include repeated/continued refusal to comply to a reasonable request or routine, verbal aggression (offensive language shouting), threatening behaviour/intimidation, inappropriate physical aggression i.e. poking, biting, hitting etc. Responses to repeated incidents may be as above, but may also include one or more of the following; allow an individual time/space to calm down, moved from class/hall for 'calm down' time.

Serious behaviour incidents

- which may include persistent threatening or intimidating behaviour, physical assault on peers, physical assault on staff, serious damage to property and self-injury. Responses may include those above but may also include; Inform parents verbally or by email, begin individual behaviour monitoring book, inform and involve Head teacher, Deputy Head teachers, Senior staff or Inclusion team. Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan', which should include positive responses and strategies, parents may be required to collect child from school, short term exclusion/cooling off period to be considered by Head or Deputy head teacher. Permanent exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents.

Using the system below, we describe the children's behaviour based on 'choices' - 'green' choices and 'red' choices. This is a policy advocated by Specialist Teachers for Inclusive Practice team.

School System of Behaviour Management

In school we reinforce positive behaviour management through consistent use of the system outlined below. In order to manage the children's behaviour we have school behaviour questions and class rules. They are simple so that all children can understand and process their behaviour choices.

These are as follows:

***Is it
kind?***

***Is it
safe?***

Is it necessary?

Our Golden Rule is: to treat others as you would like to be treated

We discuss making the right choices in assembly, why we need to make the correct choices and reflect on how our behaviours can affect others.

In Reception we introduce behaviour sorting. This is sorting behaviours into good choices 'green' behaviours and not good choices 'red' behaviours. In KS1 the children work *with* the teacher to talk about 'making the right choice' and what this actually means. As a result of this discussion each teacher produces a list of behaviours, which the children sort into the following categories with which a Classroom contract is drawn up:

- ***The right behaviour choices*** - these are our 'green for go' behaviours, things that we expect the children to do to make the classroom a positive and safe learning environment. Examples of these behaviours are: sitting quietly on the carpet, using manners, putting the toys away when asked, taking turns, using kind hands and feet and speaking quietly to each other.
- ***The wrong behaviour choices*** - these are our 'red for stop' behaviours, things that are deliberately disobedient or result in harm either to another child or to the learning environment. Examples of these behaviours are: hitting, kicking, name calling, throwing things, pushing, spitting and destroying or damaging resources.

Zones of Regulation

To ensure children are building autonomy and self-regulating we adopt a whole school approach using the Zones of Regulation. Children will have the opportunity to engage and determine their emotional well-being on a daily basis. This will be done through an interactive display that is accessed by children and allows practitioners to monitor and address emotional well-being in the moment.

Prevention of bullying incidents

As part of our ongoing safeguarding commitment to the safety and welfare of our pupils, we at WBIS have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Teach children about our positive values, beliefs and behaviours
- Celebrate and reward the role models around us
- Supervise children diligently (intervening when necessary)
- Participate in Anti-Bullying Week
- We encourage staff to raise their concerns about behaviour
- We have an open door policy and any parents who are concerned that behaviour is reaching the bullying threshold are welcome to make an appointment with a member of the Leadership Team.

Procedures

At WBIS we have developed a consistent approach to recording and monitoring bullying incidents in ~~our~~^{their} school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties. Possible procedures may include;

- A member of the Leadership Team will make an immediate investigation
- Parents of all parties will be informed and updated
- Consequences will be firmly and fairly enforced
- We may provide ELSA support if necessary
- We will use a range of responses appropriate to the situation which are; solution focused, have a restorative approach, individual to the pupils involved/incident and where appropriate make a referral to outside agencies
- We will follow up any incidents which will be recorded and reviewed at regular intervals
- We will give support to all involved in the bullying incident
- We may contact outside agencies for support (e.g Surrey STIP teams/Freemantles Outreach team)
- If deemed necessary we will contact the Police

If a parent remains concerned about the school's response to a behavioural matter, they are invited to pursue this further with the Head teacher prior to following a formal expression of concern.

Reports of bullying are recorded using an internal tracking system, and on a termly basis analysed by the Governing Body who hold the school to account for standards in pupil behaviour.