Gaddesby Primary School

Behaviour and Anti-Bullying Policy

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1. Introduction

At Gaddesby Primary School, our approach is shaped by trauma-informed practice, attachment-aware principles, neuroscience of regulation and restorative education. These research frameworks emphasise that children thrive when expectations are clear, consistent and ambitious, and when the learning environment provides emotional safety and predictable structures.

At Gaddesby Primary School, we have high expectations for every child, believing that all pupils can achieve success—socially, emotionally and academically—when they are supported through fairness, consistency and clarity. Positive relationships strengthen these expectations: respectful interactions, calm communication and a sense of belonging enable children to meet challenges confidently. We recognise that behaviour is a form of communication, and that children are most successful when routines are predictable, boundaries are understood and adults respond with calm, consistent guidance.

Behaviour expert Paul Dix reminds us that:

"Consistency is the foundation of an exceptional behaviour culture."

These principles shape our behaviour culture and ensure all children flourish socially, emotionally and academically.

2. Aims of This Policy

This section clarifies the purpose of the policy. Research highlights that behaviour must be explicitly taught, modelled and reinforced. It is not innate but learned through supportive relationships and clear structures.

This policy aims to:

- Ensure a safe, calm and positive learning environment.
- Promote behaviours linked to our rules: **Kind, Ready, Respectful, Safe**.
- Teach emotional regulation through co-regulation and restorative practice.
- Strengthen staff–pupil relationships.
- Provide equitable adjustments for children with SEND so they can meet expectations.
- Prevent bullying through a proactive whole-school culture.
- Respond to incidents quickly, fairly and restoratively.

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3. School Rules

We promote a simple, positive language that underpins expectations across school. Evidence shows that short, positively phrased rules help children internalise expectations successfully.

Our whole-school rules are:

We are Kind

We are Ready

We are Respectful

We are Safe

These rules are used consistently by every adult, in every space, every day.

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4. Our Behaviour Approach

It is grounded in trauma-informed research, attachment theory, neuroscience, restorative approaches and the work of Paul Dix. These frameworks highlight that predictable adults, relational safety and clear expectations create environments where children behave well and learn well.

4.1 Trauma-Informed Principles

Children's behaviour is shaped by experiences and emotional states. Trauma-informed approaches emphasise safety, connection and co-regulation as essential for children to access learning.

We recognise that:

- All behaviour communicates a need.
- Children need "connection before correction."
- Adults must model regulation and co-regulation.
- Predictability, routine and consistency reduce anxiety and build confidence.

4.2 High Expectations With Equity

Research shows that children succeed when expectations remain high but access to those expectations is supported individually. Equity ensures fairness.

We believe all children can meet expectations with the right scaffolding. Pupils with SEND may receive adapted support so that expectations remain achievable and fair.

4.3 Restorative Practice

Restorative approaches are evidence-informed and emphasise accountability, empathy and relationship repair.

Restorative conversations help children:

- Understand what happened
- Recognise who was affected
- Repair harm
- Restore relationships
- Learn what to do differently

Paul Dix states:
"It's not the consequence that changes behaviour, it's the certainty of a relational, restorative follow-up."

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5. Recognition and Rewards

Research shows that effective recognition systems encourage intrinsic motivation and celebrate effort rather than simply compliance. Our focus is on acknowledging positive choices and building a culture of encouragement.

Dojo Points

Awarded for demonstrating Kind, Ready, Respectful or Safe behaviours.

Class Dojo Target

Classes work towards a shared target and earn a democratically chosen reward (usually each half term).

Recognition Boards

Each classroom celebrates children who demonstrate Ready, Respectful or Safe behaviour.
The aim is for **every child** to achieve a place.
When the whole class succeeds, every child earns 5 dojo points.

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6. Supporting Children to Make Positive Choices

Behaviour support systems should be predictable, transparent and grounded in research on self-regulation. This section outlines the scaffolding we use to help children succeed.

6.1 The Behaviour Triangle (Choice / Reminder / Warning / Moved Space)

This model is based on research showing that calm, guidance helps children regulate better than immediate escalation.

Choice

Clear, positive reminder linked to a school rule.

Warning or reminder

A supportive prompt focusing on the next right action.

Moved Space

A chance to regulate or refocus without shame or exclusion.

6.2 Regulation and Restorative Follow-Up

Neuroscience shows that dysregulated children cannot access reasoning. Regulation must come first, followed by reflection.

Supports may include:

- Calm or regulation spaces
- Sensory tools
- Adult co-regulation
- Emotion coaching
- Restorative conversations

Reflection time may take place during break or lunch.

7. More Serious or Continued Behaviour Concerns

This section outlines proportionate responses when behaviour escalates. The focus remains on safety, support and relational repair.

Examples may include:

- Temporary removal from class by a senior leader
- Restorative conversations during break/lunch
- Recording patterns of concern
- Communicating with parents

Responses are always fair, calm and restorative.

8. Suspensions (Fixed-Term Exclusions)

Suspensions are used only when essential for safety or when other reasonable steps have been exhausted. This aligns with research indicating that suspensions must be used sparingly and alongside reintegration support.

Suspensions may occur when:

- There is a serious breach of policy
- A pupil's presence poses significant harm to others or themselves

A reintegration meeting supports a positive return and restoration of relationships.

9. Anti-Bullying

Effective anti-bullying practice is proactive, research-based and rooted in a positive school culture. This section explains how bullying is understood, prevented and addressed within our behaviour system.

9.1 Definition of Bullying

Bullying is:

- **Repeated**
- **Intentional**
- **Involving a power imbalance**

It may be physical, verbal, indirect or online.

9.2 Prevention

Strong school culture prevents bullying more effectively than reactive systems alone.

We prevent bullying by:

- Teaching kindness, empathy and respect
- Reinforcing our school rules
- Monitoring social dynamics
- Using PSHE and assemblies to promote inclusion
- Embedding restorative and trauma-informed practice across school

9.3 Responding to Bullying

Responding to bullying requires structure, clarity and relational practice.

Adults will:

1. Listen and support
2. Investigate fairly
3. Take appropriate action
4. Record and monitor
5. Communicate with parents

9.4 Support for Children

Children who experience harm:

- Pastoral and emotional support
- Check-ins
- Safety planning
- Restorative repair (if appropriate)

Children who cause harm:

- Behaviour coaching
- Restorative support
- Clear, fair consequences
- Emotional regulation development

Both groups are supported to learn, repair and grow.

10. Roles of Adults

Research shows that **adults**, not children, create a school's behaviour culture.
Adults model the behaviours we expect, maintain consistency, use calm trauma-informed language and support relational repair.

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11. Safeguarding Links

Some behaviours may indicate safeguarding concerns. In such cases, safeguarding procedures are followed immediately in line with statutory requirements.