GLASTONBURY THORN SCHOOL

‘Every day getting better in every way’

BEHAVIOUR AND ANTI-BULLYING POLICY

Origin	GTS
Committee	FGB
Date policy approved	October 2019
Responsibility for Review	Headteacher
Date policy reviewed	January 2026
Date for next review	January 2027

Revision History			
Version	**Date**	**Author**	**Summary of Changes**
1	September 2022	J Cursley	Policy reviewed – no changes in terms of content
2	March 2023	J Cursley	Emphasis on positive behaviour Flow chart – Teaching behaviour at GTS Addition of Behaviour Plan
3	September 2023	J Cursley	Pg 1: Origin added - GTS Removal of ‘amber’ and ‘red’ from the behaviour system
4	July 2024	J Cursley	Amendment to committee, added Zones of regulation
5	January 2026	J Cursley	No changes

Glastonbury Thorn School

Behaviour Policy

Rationale

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and promote good behaviour in others. We aim to provide a challenging and exciting learning environment in which everyone feels valued and can grow in self-esteem to develop their full potential.

'Every day getting better in every way!'

We aim to

- encourage a calm, purposeful and happy atmosphere within the school;
- foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- raise self-esteem;
- provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- help children, staff and parents have a sense of direction and a feeling of common purpose.
- Grow aspirational citizens for now and the future!

At Glastonbury Thorn we believe that positive behaviour in all children stems from learning the following skills and abilities:

- independence and organisation;
- self-image and self-esteem;
- motivation;
- reflection and self-control;
- attention;
- honesty;
- co-operation with adults;
- collaboration with other pupils;
- sociability;
- empathy.

We believe that it is the duty of all staff in our school to actively teach these skills and abilities. They can be taught throughout the school day by:

- staff modelling the skills and abilities directly;
- setting appropriate and consistent boundaries for pupil behaviour;
- using Restorative Justice Principles to encourage children to take responsibility for their behaviour, develop empathy and understanding of pupils, show children they are listened to
- showing respect and understanding to everyone in the school community;
- providing feedback in an informative way to pupils;
- using positive consequences to encourage the learning of appropriate behaviour;
- using negative consequences to discourage the learning of inappropriate behaviour;
- teaching the skills and abilities through PSHE and Circle Time.

Our School Rules

Our rules are known as 'Aspirational Citizenship Values.'

Our Aspirational Citizenship values:

- Being Sensible
- Honesty
- Respect
- Kindness
- Effort

The well-being of our children is high and we understand that a happy child is a child ready to learn. Through the core values of Kindness, Honesty, Effort, Respect and Being Sensible we grow aspirational citizens of the future. Our aim is to not only prepare the children for their next stage of learning, but to also prepare them for life. Every child deserves to be the best they can be.

Our GTS Learning Muscles

A strong ethos promotes positive learning attitudes and through our Learning Muscles, children develop the confidence to achieve.

Strength

By using strength, children know that anything is possible. The children are strong because we keep trying. They are also brave in trying new things. We believe that 'I can't do it…YET!'

Reflection:

Through thoughtful reflection, our children always think about how they can improve. They challenge themselves and reflect on what they have achieved and focus on how we can achieve more. At Glastonbury Thorn, the children are taught that it is ok to make mistakes – FAIL: First Attempt In Learning, however we must always reflect and think of ways to do better next time.

Curiosity:

We are confident in exploring new ideas and love to develop curiosity…this is how we learn. By developing growth mind sets, the children's curiosity of learning opportunities around them is high. We try really hard to ask questions about the world around us and we always think…What if?

Cooperation:

By promoting cooperation, the children are always willing to work with others in order to achieve greater things. We celebrate every child's aspirations and achievements at Glastonbury Thorn and Diversity is strong - we truly believe in 'Every day getting better in every way!'

Our Learning Muscle and Aspirational Citizenship Value focuses of the week are displayed in each class base and around the school. Playground rules are displayed on the playground.

Encouraging Positive Behaviour

Good discipline and high standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective learning and teaching. We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this policy.

All adults working in our school will:

- treat all children fairly and with respect
- help all children to develop to their full potential
- provide a challenging, stimulating and creative curriculum
- create a safe and exciting learning environment
- use both positive and negative consequences clearly and consistently
- be positive role models
- form positive relationships with children and their parents/carers
- recognise and value the strengths of all children

Incentives for Positive Behaviour – Being a Green Learner!

At Glastonbury Thorn, if a child successfully applies the values and shows good use of the learning muscles in their learning, this is acknowledged by being awarded the Green Learner accolade. We celebrate 'EFFORT' and 'Digging Deeper!'

By following the 'Green' behaviour system, children understand what positive learning behaviours are. At Glastonbury Thorn School, we instill positive behaviours in to the children through the school values and learning muscles and through an engaging uncapped curriculum. Our aim is to develop and nurture aspirational citizens for the future knowing the importance of celebrating others regardless of differences and gaining self-worth through their own achievements.

What is means to be GREEN!
The children are praised throughout the day for staying on green. This should feel amazing and feel like an achievement. The children who always stay on green are considered for the Star of the Week award!

At Glastonbury Thorn we use a wide range of rewards to encourage good behaviour. These include (captured in the child's Success Passport):

Star of the Week – Awarded for super green learning!

Work of the Week – Awarded for fantastic effort in class, showing independence!

Citizen of the Week – Awarded for displaying the GTS values!

Circle Time

Regular circle time sessions take place in each class. Circle time sessions provide the forum for staff and children to highlight areas of concern relating to relationships and behaviour within the school. Circle Time sessions encourage everyone's views and ideas to be aired. They promote a more caring and supportive environment enabling all members of the school community to feel secure and respected. Through our Dimensions PSHE curriculum, values and positive well-being is also taught.

Restorative Justice Principles

At Glastonbury Thorn, we aim to build a positive school environment where all children and adults feel valued and respected and part of our school community. To help develop this and to help foster positive behaviour choices, we use the main principles of Restorative Justice to help everyone to feel listened to and cared for.

Listening to Children – it is important that children feel that they have been listened to and treated fairly. At Glastonbury Thorn School we will always listen to everyone involved in an incident to find out what happened from their perspectives. We will listen without giving an opinion, interrupting or losing patience.

Restorative Conversations – Restorative Conversations will be carried out in 3 parts:

Finding out - we will avoid asking why someone did something and using accusatory language eg what did you do? and will instead start a conversation by asking what happened? We will then unpick what happened according to everyone's perspective using restorative language eg what happened before? What were you thinking at the time? Etc
Effects – we will explore with the children how they have been affected (the affected party) and who they have affected and how (the affector).
Taking Responsibility – we will explore how things can be put right by asking the affected party what would help to put things right and ask the affector what they can do to help put things right.

Consequences – consequences will be agreed in line with the school's Behaviour Policy

Disincentives for Inappropriate Behaviour
Children are aware that if they do not keep to the school rules, there will be a consequence. The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

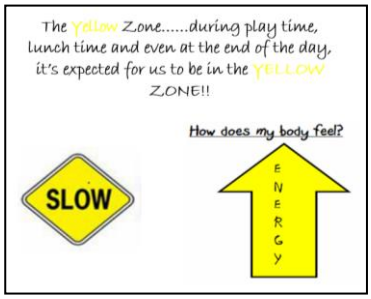
If children are not displaying Green learning behaviours, they need to reflect. Through discussions with the class teacher, it is made clear how the child get 'get back to green.' If effective reflection has not taken place, the child has a Restorative Reflection form which is completed by the member of staff alongside the child. This is reported to the Headteacher. Individual strategies may follow if appropriate.

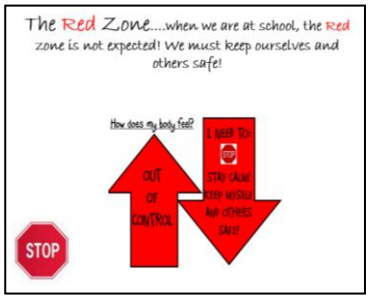
Children with Emotional and Behavioural Difficulties

Very occasionally, some children may be `beyond' normal incentives and sanctions. They can often be confused, with emotional or physical needs that either have not been or are not being met. These children are unable to recognise any of the normal boundaries of behaviour proposed by the school, and they are often unhappy, angry or suffering from low self-esteem. It is important to identify small, achievable targets so that they can experience success. These children may be withdrawn into small support groups to develop social skills. In the case of such a child, behaviour targets will be identified on an Individual Behaviour Plan.
These will be regularly monitored, with specific rewards that will motivate the child. Parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy. All staff will be informed of the needs of the child and will work together (see Appendix 3 for more guidance).

Zones of Regulation

To aid children's ability to regulate their emotions, we teach and use the Zones of Regulation. In turn, this strategy also impacts positively on children's behaviour.





Zones of Regulation and related strategies have been integrated into our PSHE curriculum.

Exclusion

On rare occasions, the headteacher may feel that the formal process should be activated to remove the child from the school for a fixed term or permanently.

Exclusion is an extreme step and will only be taken in cases where:

- long-term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

In all cases, the Council's guidance/procedures will be followed.

Use of Force to Control or Restrain Children

In order to keep children safe, it is acceptable for staff to restrain children appropriately, guiding a child away from a dangerous situation. In all cases, de-escalation must be the first strategy in place. Selected staff are strategically chosen to receive Positive Handling training which is regularly reviewed.

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 whole 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;
- dealing with inappropriate behaviour firmly and fairly;
- well planned and clear management of children;
- building community spirit through class and whole school activities;
- assemblies;
- Personal, Social and Health Education (Using the Dimensions programme of study).

The Role of all staff in school

It is the responsibility of all staff to ensure that the school rules are enforced in all areas of the school and that children behave in a responsible manner at all times. All adults are responsible for reminding children of expectations for moving around the school at key times of the day and should ensure that they consistently apply this at all times of the day, including breaktimes and playtimes.

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.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents using the Restorative Reflection form. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from other colleagues, Assistant Headteacher and then the headteacher.

The class teacher, alongside the SENDCo, 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 SEMH specialist teacher team.

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

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the

responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

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.
The headteacher has the responsibility for giving suspensions and exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour. Both these actions are only taken after the school governors have been notified.

The role of parents

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 our parents' pocket guide at induction meetings and in the Home-School Agreement, and we expect parents to be aware of 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 restorative behaviour forms for 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 Assistant Headteacher and finally the Headteacher.
If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 the teaching staff. The development of positive behaviour patterns and self-discipline is seen to be a gradual process which importantly begins at home. We expect 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 will be informed if a letter is written or if the incident is of a serious nature.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school's Behaviour Policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Staff Development
The school is committed to providing professional development opportunities on behaviour management for all staff**.**

Record Keeping
There is provision within the schools ongoing system of record-keeping to record comments about the children's general behaviour. However, if a child's behaviour needs monitoring or is causing concern more detailed notes are kept by the class teacher and behaviour leader. The headteacher records those incidents where a child is sent to him on account of inappropriate behaviour. These are essential if, at a later date, outside agencies become involved.

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

Equal Opportunities
Our school's ethos, alongside its curriculum promotes equal and fair treatment of all irrespective of gender, ethnicity, beliefs or abilities.

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 exclusions, and to ensure that the school policy is administered fairly and consistently.

The effectiveness of the policy will be measured by:

- a reduction in the number of pupils receiving sanctions
- a reduction in the number of pupils referred to external agencies.

Review

This policy will be reviewed annually at the beginning of the spring term, and revised when necessary.

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.

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

Signed: J. Cursley

Role: **Headteacher**

Date: **January 2026**

Glastonbury Thorn School

Anti-Bullying Policy

Rationale

At Glastonbury Thorn School we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Everyone has the right to feel safe and happy at school and the responsibility to ensure others feel safe and happy too. It sometimes happens however that even the best of friends fall out.

Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

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

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

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 can take a number of forms but the high profile of "bullying" of late has labelled almost any unkind, thoughtless act as bullying and also labelled a number of children as bullies. The following definition is, therefore, included to clarify our use of the word and describe what we see as bullying behavior:

Bullying is persistent action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally through:

- name calling;
- interfering with friendships;
- physical contact;
- negative body language;
- interfering with personal belongings;
- making fun of others.

Vulnerable Groups

Directed negative and hurtful behaviour is not tolerated at Glastonbury Thorn School. We are a fully inclusive school and all children have the right to be happy and safe. There is no

discrimination of any child or adult, regardless of stature, cultural background, religious belief or sexual orientation.

At GTS, we have a zero-tolerance approach to sexual harassment and sexual violence.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and are **never** ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

To help our children understand the importance of staying safe, we teach protective behaviours through promoting the NSPCC PANTS initiative. The children also regularly hold circle times to discuss their feelings/emotions, with an open and friendly culture at school between staff and children

All children must be encouraged to report such acts and not be fearful of reprisals. The use of our 'Stop! I don't like it!' signal gives power to a child to inform another child that they are unhappy. If there is no change in behaviour and the child feels unsafe, a staff member is informed and responds immediately to the concern of the child.
The school will contact the parents of any child undertaking such acts and discuss sanctions. In cases where the behaviour persists, a second warning may be given to parent and child. This clear warning will relate the fact that bullying will not be tolerated within the school and that a child who displays negative attitudes towards others is in need of help.

The help that the child needs will be based on an agreed approach by school, parents and other agents. If the child or parents are not able or willing to co-operate, and the behaviour persists, the Headteacher and governors will consider either fixed term or permanent exclusion of the child from Glastonbury Thorn School.

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.

The governing body responds, within ten days, to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the School Anti-Bullying policy 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 ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly time to discuss, with other children, why this behaviour was wrong.

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 the Teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying and restorative intervention for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If

a child is repeatedly involved in bullying other children, we inform the headteacher and the behaviour leader. We then invite the child's parents into the school to discuss the situation. In more extreme cases, eg where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the LA Behaviour Support Team.

Teachers will attend training enabling them to become equipped to deal with incidents of bullying and behaviour management.

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 is responsible for the monitoring and evaluation of this Anti-Bullying policy throughout the school. If requested, he reports to governors about the effectiveness of the policy.
This is a key policy and will be reviewed annually at the beginning of the spring term.

Signed: J. Cursley

Role: **Headteacher**

Date: **January 2026**