



Behaviour and Anti Bullying Policy

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At Hove Micro-School, we are committed to fostering a positive and safe learning environment where all children can thrive emotionally, socially, and academically. This policy outlines the steps we take to prevent and address bullying, manage behaviour effectively, and ensure the well-being of all students. Our policy aligns with best practices in West Sussex and Brighton and Hove schools while incorporating our unique, intrinsic approach to behaviour management.

Our Approach to Behaviour Management

Positive Relationship Theory

Our approach prioritises intrinsic motivation, relationships, emotional understanding, and self-regulation rather than relying primarily on external rewards and sanctions. We recognise that while consequences and rewards can support behaviour in some situations, lasting behavioural change is most effectively developed through positive relationships, reflection, and teaching children the skills they need to regulate themselves. At Hove Micro-School, we teach, model, and support positive behaviour through:

- **The Book of Kindness**
- **Take-home praise**
- **Growth Mindset Tree**
- **Jar of Strengths** (positive affirmations)
- **Mistakes Wall**
- **Class Charter**
- **Team Talks/Circle Times**
- **Social, Emotional, and Mental Health (SEMH) interventions** (e.g., nurture groups)
- **Guided conflict discussions** using the school's 'Fix It' board
- **'Just Right'** (teaching approach for emotional regulation)
- **Opportunities to 'take a break'** for self-regulation
- **'Fix it board'** to encourage reflection after an incident of poor behaviour

Each class teacher may use their own behaviour management strategies as long as they align with the intrinsic, positive approach of the school.

'Just Right' as a Teaching Approach



We use the **'Just Right' approach** to help children identify and regulate their emotional and sensory states. This proactive teaching tool encourages children to understand their feelings and learn how to manage them. The colour-coded system (green/orange/blue/red) teaches students to recognize their emotional state:

- **Green:** Calm, content, and ready to learn
- **Blue:** Tired, lethargic, or low energy
- **Orange:** Anxious, stressed, or overstimulated
- **Red:** Angry, in meltdown, or shut down

Students are taught strategies to return to a 'Just Right' (green) state, with support from staff where necessary.

Class Charter

Each class develops a Class Charter, a collective agreement on expected behaviours. This promotes ownership of positive behaviours, helping students understand that behaviour is a skill that can be developed through practice and support. Regular reviews of the Class Charter ensure that it remains a living document that guides behaviour within the classroom.

Ensuring Learning is Not Disrupted

A disruption-free learning environment is essential. We uphold the expectation that all pupils have the right to learn without interference. Any behaviour that disrupts learning is addressed promptly, with emphasis placed on self-regulation and responsibility.

Fostering Mutual Respect

We foster mutual respect between staff and students, and among peers, by encouraging open and trusting relationships. Children address staff by their first names, reinforcing respect and equality. Communication, negotiation, and compromise are emphasised as essential skills for conflict resolution.

De-escalation Strategies

Our staff use various de-escalation strategies to manage heightened emotions or conflict situations:

- **Move to a private area:** if it seems safe to do so, it may be helpful to move the child away from the communal/public and into a calm space to talk (school office or library)



- Be empathetic and non-judgmental: focus is placed on understanding the person's feelings. Whether or not you think those feelings are justified, they're real to the other person
- Respect personal space: if possible, stand 1.5 to three feet away from the person (allowing personal space tends to decrease a person's anxiety and can help de-escalate the situation). Do not block exits unless the child's safety is at risk
- Avoid overreacting: remain calm, rational, and professional. While you cannot control the person's behaviour, how you respond to their behaviour can affect whether the situation escalates or diffuses
- Empathise with feelings, not behaviour: "I understand you are..., but it's not okay to shout at staff"
- Allow silence: by letting silence occur, you are giving the person a chance to reflect on what's happening and how to proceed

Supporting pupils with additional needs

We recognise that some behaviours may arise from unmet needs, communication differences, neurodiversity, disability, or difficulties with emotional regulation. Staff will seek to understand the underlying causes of behaviour and consider appropriate adaptations and reasonable adjustments in line with the Equality Act 2010 and SEND guidance.

Repeated Incidents of Poor Behaviour

Step 1: Identification of Repeated Poor Behaviour

When a child repeatedly displays poor behaviour, we begin a formal response process.

Step 2: Creation of a Personalised Behaviour Plan

A personalised behaviour plan is developed in collaboration with the child's family. This may include:

- Tailored interventions
- Specific support strategies
- Clear behaviour targets and timeframes

Step 3: Monitoring Period (Three Weeks)

The plan is implemented and closely monitored over a period of **three weeks**. During this time, we:

- Track behavioural changes
- Evaluate the effectiveness of interventions
- Maintain regular communication with parents or carers



Step 4: Review of Progress

After three weeks, we review the child's progress:

- **If significant improvement is seen:** The current support continues with possible adjustments.
- **If no significant improvement is made,** and the behaviour continues to impact the safety or well-being of others: The school may consider exclusion as a **last resort**.

Step 5: Temporary Exclusion (suspension)

Suspension may be considered where behaviour is serious, persistent, or presents a risk to the safety, wellbeing, or education of others. This serves as a final opportunity for reflection and adjustment of behaviour.

Where appropriate, the school will seek to understand the underlying causes of behaviour and consider whether additional support, interventions, or reasonable adjustments are required. However, the school may use suspension or permanent exclusion immediately where the seriousness of the incident requires it.

Suspension and permanent exclusion will always be used in accordance with current Department for Education guidance.

Step 6: Permanent Exclusion (If Necessary)

Permanent exclusion is an exceptional measure and will only be considered where behaviour is sufficiently serious or persistent that allowing the pupil to remain in school would seriously affect the safety, wellbeing, or education of others.

Examples may include:

- serious or ongoing risks to the safety of others
- persistent behaviour that significantly disrupts the learning environment despite appropriate support and intervention
- serious breaches of the school's behaviour expectations

Parental Rights

If a permanent exclusion is issued, parents will be:

- Informed formally
- Given details of their legal right to appeal the decision

Preventing and Responding to Bullying



Defining Bullying

At Hove Micro-School, we define bullying as behaviour that intentionally hurts another individual or group, either physically or emotionally. Bullying can be carried out by an individual or a group and may take many forms, including physical, verbal, social, emotional, and online (cyberbullying).

Bullying is often characterised by:

- a deliberate intention to cause harm or distress;
- behaviour that is repeated over time; and/or
- an imbalance of power, where one person or group has greater influence, confidence, status, or ability to cause harm than another.

However, a single serious incident may also be treated as bullying where the impact on the child is significant, where there is a clear imbalance of power, or where the behaviour is likely to cause ongoing fear, distress, or harm.

When determining whether an incident constitutes bullying, the school will consider both the impact on the child affected and the context in which the behaviour occurred. We recognise that children may experience harm even where the person responsible did not intend to cause harm. All concerns will be taken seriously and investigated sensitively.

Bullying may include, but is not limited to:

- **Physical bullying** – such as hitting, kicking, pushing, damaging belongings, or other behaviour intended to cause physical harm.
- **Verbal bullying** – such as insults, threats, name-calling, repeated teasing, or hurtful comments.
- **Social or emotional bullying** – such as deliberately excluding someone, spreading rumours, manipulating friendships, humiliating someone, or encouraging others to isolate a child.
- **Online bullying (cyberbullying)** – such as sending harmful messages, sharing inappropriate content, excluding someone online, or using digital platforms to intimidate, threaten, or upset another person.
- **Prejudice-based bullying** – behaviour linked to a person's identity or characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or other protected characteristics under the Equality Act 2010.

Bullying may take place within school, during school activities, online, or outside of school where it impacts on the safety, wellbeing, or education of members of our school community.



All forms of bullying are unacceptable at Hove Micro-School. We aim to prevent bullying through positive relationships, emotional literacy, open communication, and teaching children the skills needed to manage relationships respectfully.

Differentiating Bullying from Prejudice-Based Incidents

It is important to distinguish between bullying, which often involves repeated harmful behaviour or a significant imbalance of power, and prejudice-based incidents, which may be a single occurrence but are still unacceptable and require an appropriate response.

A one-off incident involving prejudice, discrimination, or harmful language may not meet the definition of bullying but will still be taken seriously, recorded, investigated, and addressed.

The school recognises that prejudice-based incidents can have a significant impact on individuals and communities. Staff will challenge discriminatory language or behaviour and support children to understand the impact of their actions.

Racist Incidents

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Hove Micro-School recognises that racist incidents must be addressed regardless of whether the person responsible intended to cause harm. The impact on the individual and the wider school community will always be considered.

The school has a responsibility to create a culture where racist language, stereotypes, discrimination, and prejudice are challenged. The responsibility for addressing racism does not sit with the child who has experienced harm.

All racist incidents will be recorded, investigated, and responded to appropriately. Support will be offered to those affected, and the school will take action to prevent recurrence.

Reporting Bullying and Prejudice-Based Incidents

Any suspected bullying, racist incident, or prejudice-based incident will be taken seriously and investigated promptly.

When responding to concerns, staff will:



- listen carefully to all children involved;
- provide a safe opportunity for children to share their experiences;
- speak separately with those involved where appropriate;
- consider the impact of the behaviour as well as the context in which it occurred;
- record the incident appropriately;
- involve parents or carers where necessary; and
- put appropriate support and actions in place.

Children, parents, carers, and staff are encouraged to report concerns. Children are supported to understand that telling a trusted adult about bullying or harmful behaviour is not “telling tales”; it is an important step in keeping themselves and others safe.

Online and Cyberbullying

Hove Micro-School recognises that children’s online experiences can affect their emotional wellbeing, relationships, and ability to learn.

Online bullying, including harmful messages, exclusion, sharing of inappropriate content, or attempts to intimidate or upset others, will be addressed seriously.

Where an online incident affects the wellbeing, safety, or education of members of our school community, the school may take appropriate action even where the behaviour has taken place outside school.

Children are encouraged to:

- save evidence such as screenshots where appropriate;
- report harmful content through the relevant online platform;
- speak to a trusted adult;
- seek support if they feel unsafe or upset.

The school will work with families and, where appropriate, external agencies or online providers to address serious concerns.

Responding to Hate or Prejudice-Based Incidents and Bullying

Hove Micro-School follows a victim-focused, harm-based approach when responding to hate incidents, prejudice-based incidents, and bullying.

When assessing the seriousness of an incident, staff will consider:

- Is the child unsafe?
- Is the child particularly vulnerable or significantly distressed?



- Has the child experienced similar incidents previously?
- Has the incident affected the child's wellbeing, confidence, relationships, or family?

Where concerns indicate that additional support is required, the school may seek advice from appropriate external services, such as safeguarding partners, the Local Authority, or other relevant agencies.

Supporting Children Affected by Bullying

Supporting Children Who Have Experienced Bullying

Children affected by bullying will receive support that prioritises their safety, emotional wellbeing, and confidence.

Support may include:

- opportunities to speak with a trusted member of staff;
- emotional and social support;
- support to rebuild confidence and self-esteem;
- restorative conversations where appropriate and where the child feels safe;
- adjustments to support the child's sense of security within school; and
- communication with parents or carers.

The school recognises that children respond differently to experiences of bullying and will tailor support to individual needs.

Supporting Children Who Have Displayed Bullying Behaviour

Children who display bullying behaviour will be supported to understand the impact of their actions and develop more positive ways of interacting with others.

Support may include:

- conversations about the behaviour and its impact;
- reflection and restorative approaches;
- support with emotional regulation and social skills;
- identifying underlying needs or difficulties;
- working with parents or carers; and
- additional support from external agencies where appropriate.

The aim is to help children develop responsibility, empathy, and the skills needed to repair relationships and prevent further harm.



Bullying Involving Adults

Bullying involving staff, parents, carers, or other adults connected with the school is unacceptable.

Any concerns involving adults will be addressed through appropriate school procedures, which may include investigation, mediation, safeguarding procedures, or disciplinary processes where necessary.

Where an allegation involves a member of staff and may meet safeguarding thresholds, the school will follow its Safeguarding Policy, including consultation with the Local Authority Designated Officer (LADO) where appropriate.

Staff Responsibilities

All staff must:

- Report incidents in the school record book and inform the head of school in line with the school's Safeguarding Policy
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, circle times/PSHE lessons
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem (for example using the mistakes wall, growth mindset tree, affirmation jar etc).
- Monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from happening
- Maintain accurate records of behaviour incidents, bullying concerns, racist incidents, and prejudice-based incidents, and contribute to reviewing patterns or trends to identify where additional support may be required.

All teaching staff must:

- Deliver PSHE lessons which develop understanding of safety and how to stay safe, develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE lessons should also be used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Facilitate regular 'circle times' or 'team talks' in classes provides opportunities for dealing with issues that have arisen in the class and wider, and a time to reflect



Responding to Bullying Allegations Against Staff

In the event of a bullying accusation against a member of staff, the following steps will be taken:

1. The incident will be reported to the Headteacher or the DSL
2. An investigation will be conducted, involving all relevant parties.
3. Support will be provided for both the staff member and the pupil.
4. If necessary, external agencies may be consulted e.g the LADO
5. The outcome of the investigation will be documented, and any necessary actions, including disciplinary measures, will be taken.

Hate or Prejudice-Based Incidents and Bullying

Hove Micro-School follows a victim-focused, harm-based approach to hate crime, hate incidents, and prejudice-based bullying. We assess the risk to the victim based on the following criteria:

1. Is the victim unsafe?
2. Is the victim especially vulnerable or upset?
3. Has the victim experienced similar incidents before?
4. Has the incident impacted the victim's well-being or the well-being of their family?

If the answer to any of these questions is yes, we will offer a referral to external support services, such as the [Community Safety Partnership](#) or the police.

Supporting Victims and Perpetrators

Supporting Victims

Victims of bullying are provided with emotional support, and their well-being is a priority. They will be offered the opportunity to speak with a trusted staff member, and parents will be informed. Restorative practices are used to help rebuild confidence and self-esteem.

Supporting Perpetrators

Students who engage in bullying will receive appropriate support, including discussions about their behaviour, the impact it has on others, and strategies for change. Parents will be involved, and external agencies may be consulted where necessary.



Supporting Adults

Bullying involving staff or parents is equally unacceptable. Adults who experience bullying will be supported through a formal process that may involve mediation or disciplinary action, as appropriate.

Conclusion

Hove Micro-School's small class sizes and strong relationships between staff and students allow us to address potential bullying incidents swiftly and effectively. Our policy is designed to ensure that all students feel safe, respected, and supported in their social, emotional, and academic development.

This policy is informed by a range of statutory and non-statutory guidelines, including:

- Keeping Children Safe in Education (KCSIE 2026)
- Working Together to Safeguard Children 2023
- Prevent Duty Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Behaviour in Schools: Advice for headteachers and school staff

This policy will be reviewed annually or following any significant updates to national or local guidance.