



AZBUKA Russian-English Bilingual school

Behaviour and Anti-Bullying Policy (inc. EYFS)

Should be read in conjunction with the Equality Policy, Safeguarding and Child Protection Policy, PSHE, Curriculum and Exclusion Policy

PERSON RESPONSIBLE:	Head Teacher
Approved by:	Governors of AZBUKA Foundation
Approved:	September 2025
DATE OF NEXT REVIEW:	September 2026

Behaviour Policy

At the AZBUKA Russian-English Bilingual school excellent standards of behaviour is of great importance. Positive behaviour and an understanding of rules and boundaries are essential building blocks for individual development and living in a society.

Our learning approach, where each child is encouraged to develop their individual potential and talents, provides a positive, nurturing environment for our pupils. Our focus on family ensures that parents and carers, as well as pupils, are invested in our school community and play a pivotal part in supporting our commitment to excellence in all areas of school life. The school does not use or threaten corporal punishment.

The behaviour management policy is based on

RESPECT:

- ☐ *Respect for others in the school (teachers, children, parents, staff, visitors, families)*
- ☐ *Respect for learning and teaching*
- ☐ *Respect for oneself*
- ☐ *Respect of the environment*
- ☐ *Respect for the community*

1. Promoting Good Behaviour: Principles and Strategies for Staff and Parents

Promoting good behaviour is a whole school community approach and is centred on consistency, clarity and communication.

The Azbuka Foundation Committee/Governing Body will:

- o Govern the Behaviour Management of the school in line with the Department for Education's 'Behaviour and Discipline in School: Guidance for Governing Bodies'
- o Ensure that the Behaviour Management policy is designed to promote excellent behaviour and discipline on the part of the pupils
- o Ensure that the Behaviour Management policy is enforced by the Head Teacher and the staff
- o Ensure that the policy is distributed to the parents annually by the Head Teacher
- o Review the policy annually, in conjunction with the Head Teacher

The Head Teacher will:

- o Ensure absolute clarity about the expected standard of pupils' behaviour.

- o Ensure that the behaviour policy is annually distributed to, and clearly understood by all staff, parents and pupils
- o Ensure that school rules are clearly displayed in classes and around the building.
- o Model the behaviour that is expected from your staff and students.
- o Ensure that other Senior Leadership Team members are a visible presence around the school.
- o Monitor the rewards and sanctions delivered by the staff, to ensure consistency across the school
- o Ensure that staff are provided with training and support in managing behaviour within the school
- o Ensure that systems are in place to support pupils with behavioural difficulties, in conjunction with the SEND where appropriate.

All Staff will:

- o Role model positive behaviour in line with the AZBUKA school behavioural expectations
- o Ensure that behavioural expectations are clearly displayed in the classroom
- o Be consistent with implementing rewards and sanctions, in line with the school's policy
- o Give regular feedback to parents about their child's behaviour.
- o Praise good behaviour and celebrate successes
- o Ensure that pupils are well supervised at all times (see also Supervision Policy)
- o Use a restorative approach to managing misbehaviour
- o Use problems that do arise as an opportunity for learning
- o Liaise with the Headteacher and SENCO when children present with behavioural difficulties

Expectations of Parents:

- Inform the school of any changes to the contact details as soon as possible;
- Make sure that the child attends school regularly, on time, properly equipped and in correct uniform;
- Let the school know about any concerns or problems that might affect the child's work or behavior;
- Support and reinforce AZBUKA school's behavioral expectations
- Support the school's Rewards and Sanctions policies;
- Support child in homework and other opportunities for home learning;
- Get to know about child's life at the school and attend scheduled Parents' Evenings and information events where possible;
- Accept that the school has the right to organise child's curriculum provision and to deploy the use of its human and physical resources, as it sees fit, after consultation or determination;
- Work in collaboration with the school staff in resolving issues and incidents;
- Raise any concerns directly with the school, exhausting their informal or formal procedure before seeking resolution via any external third party;
- Not use external, public or social media to send messages, images, emails, post comments or share information which could be considered as defamatory, offensive or derogatory and might undermine the good name and respect for the school;
- Accept that not all information of a Child Protection/ Safeguarding nature may necessarily be shared with a parent/guardian/carers;
- Respect and recognise that the school is a private place even though it serves a public function and that parents/guardians only have a right to access or remain on the school site with consideration, courtesy and its permission.

2. Rights and Responsibilities For all Members of the School Community

All members of the AZBUKA School community have a right to:

- o Feel safe and secure at all times
- o Be treated with kindness, courtesy and respect
- o Learn without being disturbed by others
- o Be listened to if a problem arises
- o Be given time to explain their actions and restore their behaviour

All members of the AZBUKA School community have a responsibility to:

- o Uphold the rights of others

- o Treat others with courtesy, kindness and respect
- o Respect the right of others to learn
- o Talk things through if a problem arises and work to restore positive behaviour
- o Inform staff if they feel that they are being mistreated by others

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- ☐ taking part in any school-organised or school-related activity or
- ☐ travelling to or from school or
- ☐ wearing the school uniform or
- ☐ in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- ☐ could have repercussions for the orderly running of the school or
- ☐ poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

3. AZBUKA Behavioural Expectations (at school, classroom and the community)

- Be respectful and honest
- Use kind words and actions
- Don't shout, hit or kick
- Use good manners
- Take care of personal and school property
- Arrive on time
- Bring the correct equipment
- Do your best and allow others to do their best
- Be co-operative
- Follow the road rules
- Stay safe
- Be a proud representative of AZBUKA community of families and staff

Excellent behaviour will be positively re-enforced via reward systems and celebration assemblies.

4. Rewards

AZBUKA School is committed to promoting positive psychology where we focus on building strengths as opposed to remedying deficits. We focus on the positive and celebrate successes. As we believe that personal success is multi-faceted and that each child should have the opportunity to develop their individual strengths, there will be rewards in all areas of school life. These rewards provide a positive focus and something to continually aspire towards. Adults and children alike should be regularly praised for positive behaviours such as kindness, respect, tolerance, resilience, co-operation, friendliness, work

Good and positive behaviour will be regularly recognised in the following ways.

Individual rewards

- verbal praise and written praise for good work;
- academic merits for both effort and achievement, which are celebrated both in the classroom and the schools assemblies;
- weekly, termly and annual subject/project individual and year group awards and prizes;
- posting examples of excellent work in language and literature, world around us, art/design, sports, and drama and concert achievements on the School's website and school FB and Instagram pages as well as termly Newsletter, so that the community can celebrate success;
- Letters and certificates
- reports to parents; and
- Special time

Assemblies

Regular assemblies promote school spirit and unity. It will offer us the opportunity to set school goals, inspire and excite students and provide a platform for individual celebration and aspiration. Parents will be encouraged to attend the termly assemblies and general AZBUKA Club events and will be told in advance if their child will be performing or receiving a special mention. Positive contributions to the school will be acknowledged and celebrated in these. The children's achievements, both in and out of school, will be recognised across all areas including academics, languages, sports, creative arts, community commitment etc. One child from Year 1-2 will receive a Star Of The Week Certificate every Friday in a class celebration. For Years 3-6, children will receive Star certificates on an ad-hoc basis and may generate their own reward system. **Every half term there will be a celebration assembly where the school** will come together to celebrate particular successes for children and will receive certificates.

5. Managing Misbehaviour

If children do not adhere to AZBUKA School expectations, we will work with them to ensure that they reflect on and modify their behaviour appropriately. Sanctions for continued misbehaviour will be restorative, meaning that they will be purposeful and appropriate to the infringement. Teachers will adopt a restorative justice approach in dealing with incidents between children. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. The discussion ends with a resolution that all parties suggest and agree to. All teachers will be trained in this approach.

We have a range of disciplinary measures which include:

- a verbal reprimand from a member of School staff;
 - Pastoral care meeting with the child's teacher or Designated member of staff or SLT and Head teacher; pastoral care meetings with the group of children (if required)
 - Running extra P4C sessions that will include topics and discussion related to specific act of misbehaviour in school
 - Setting extra writing projects to reflect on the misbehaviour, the reasons for it and the ways to improve
 - Losing minutes from the Special Time
 - Incident reports and/or letters to parents (which are always worded to be as constructive as possible);
 - additional school work or repeating unsatisfactory work until it meets the required standard;
 - Meetings with the children and parent/s to prepare and implement a special Behaviour improvement plan
 - regular reporting, scheduled behaviour checks; or being identified for daily or weekly behaviour monitoring; being identified for a special individual behaviour improvement plan with the ongoing monitoring and review.
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- The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class or school, and late or poorly completed work or home work. He/she may impose any of the sanctions above such as the setting of additional work or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Heads of Curriculum (Russian or English sections), Deputy Head and discussed at the weekly staff meetings with the plan of further actions and disciplinary measures agreed.
 - More serious misdemeanours (including misbehaviour during school trips or outings) are reported to the SLT, Deputy Head and Head teacher and may lead to withdrawal of privileges/awards for a designated period, usually up to a week and more strict disciplinary measures implemented.

If the misbehaviour persists, exclusion may be necessary. Please see Exclusions Policy.

Incident Book & Keeping records

Some unreasonable behaviour will be recorded. A copy will be given to parent/guardian the other copy will be kept by the school.

6. Code of Conduct for Parents, Carers and Visitors

Behaviour that will not be tolerated:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools normal operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/carers or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook or other sites
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorised events)
- Dogs being brought on to the school premises. (other than guide dogs)

Should **any** of the above occur on school premises or in connection with school the school may feel it is necessary to take action by contacting the appropriate authorities or consider banning the offending adult from entering the school premises.

EYFS

The Golden Expectations:

EYFS practitioners will use the 'The Golden Rules' behaviour strategy, which will encourage children to present positive behaviour using the visual cards such as "kind hands", "walking feet", "sharing with your friends" etc. Positive behaviour will be implemented through daily activities, such as morning "circle time" when children greet each other with the song, recognize their emotions while looking at the mirror with pictures of different emotions, discussing how they feel and why etc.

If children present negative behaviour, EYFS practitioners will take the following steps:

- Remind the children of the rules of the classroom/outside areas using PECs
- Ask the child to come and play alongside others (with adult to model how to play etc)
- Children will have some time to reflect with their key worker. The "quiet area" in the classroom can be used for a child to calm down, use the sensory toys, name their emotions using the mirror.
- The key worker/class teacher will speak to parents
- If the situation has not been resolved the key worker/class teacher and the EYFS lead will have a meeting with the parents and draw up an action plan, which will include behaviour strategies (record minutes of meeting).

Strategies when children hit, kick, pinch, bite or scratch:

- Establish and teach clear group rules, eg: "We are nice to one another"
- Lead small group activities focused around gentle hands, feet, etc.
- Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, circle time, stickers etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time away from other children

- Try distracting and diverting the child - intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he/she is going to share the toys)
- Provide activities where children can express their feelings (puppets, emotions cards, circle time, quiet time, sensory box, chime time)

Strategies when children refuse to follow instructions:

- Giving plenty of warning of change- sand timers or visual timetables etc.
- Using when... then; when you finish then you...
- Shortening the length of time of the activity
- Change the activity or social grouping
- Making sure that the activity is appropriate to them
- Giving lots of positive attention when child participates in adult- led tasks

Strategies for Tantrums

- Diversion/ distraction- if the tantrum can be spotted early
- Swapping with another adult- a fresh approach
- Ignore the tantrum until it is over and the child has calmed down
- Keep reassuring them: "It is ok"
- Provide a special place where the child can go and calm down or a special toy to hold and cuddle
- Teach the child words they can use to express their feelings and encourage them to use them
- Get another child to come and play with them
- Physical intervention should only be used when there is a risk of damage to the child, other children or property

ANTI-BULLYING

1 Definition of Bullying

Deliberate hurting behaviour, **repeated** over a period of time, where it is difficult for those being bullied to defend themselves. Bullying is anti-social behaviour and results in pain and distress to everyone;

Bullying can be:

Emotional > being unfriendly, excluded, tormenting (e.g. hiding books, threatening gestures)

Physical > pushing, kicking, hitting, punching or any use of violence

Racist > racial taunts, gestures

Sexual > unwanted physical contact or sexually abusive comments

Verbal > name calling, sarcasm, spreading rumours, teasing

2 Ethos

We aim to provide a caring, friendly and safe environment for all our children. Bullying of any kind is unacceptable and will not be tolerated in our nursery. In the nursery we will discuss bullying, what it is and what can be done. The nursery has “Golden Rules of behaviour”, which are written and agreed by the children and staff.

3 Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who bully need to learn different ways of behaving. If bullying occurs, all parents and children should know that the incident will be taken seriously and will be dealt with, promptly and effectively.

If *anyone* thinks that bullying may be happening, they are expected to tell staff.

4 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of the possible signs and investigate if a child:

- 😞 Doesn't want to go to School
- 😞 Becomes withdrawn anxious, or lacking in confidence
- 😞 Starts stuttering
- 😞 Cries themselves to sleep at night or has nightmares
- 😞 Feels ill in the morning
- 😞 Goes home with clothes that look torn
- 😞 Has possessions which are damaged or “go missing”
- 😞 Has unexplained cuts or bruises
- 😞 Becomes aggressive, disruptive or unreasonable
- 😞 Is bullying other children or siblings
- 😞 Stops eating
- 😞 Is frightened to say what's wrong

These signs and behaviour could indicate other problems. But bullying should be considered a possibility and should be investigated.

5 Procedure

- ☺ If bullying is suspected or reported, the incident will be dealt with immediately by a member of staff.
- ☺ Teacher and staff will gather the facts, talk to the bullies and the victims individually.
- ☺ Staff will remind children of the “Golden Rules of behaviour” at School
- ☺ Staff will support children to be assertive and try to find solutions to the problem
- ☺ Staff will reassure children who have been bullied, offer them support and help restore their self-esteem and confidence.
- ☺ Staff will encourage children to discuss ways to help the bullies change their behaviour and become part of the group.
- ☺ Staff will reward and encourage good behaviour and individuality.
- ☺ A clear account of the incident will be recorded and passed to the DSL who may investigate further.
- ☺ Parents will be informed and asked to come in to meet and discuss the problem.

If teachers have concerns about a child’s behaviour, which are not being resolved, they will liaise with the DSL / SLT who will work with all parties to put an appropriate action plan in place. They may ask for permission from the parents to seek other childcare professionals’ advice.

Concerns about a particular child are kept confidential and only shared with people who need to know this information.

ANY VIOLENT OR DANGEROUS BEHAVIOUR WILL NOT BE TOLERATED AND A MEMBER OF SENIOR MANAGEMENT WILL BE INFORMED AND INTERVENE IMMEDIATELY. PARENTS/CARERS WILL BE CALLED IN AND A STUDENT MAY BE SUSPENDED. SERIOUS OR REPEATED ACTIONS OF MISBEHAVIOUR MAY RESULT IN EXCLUSION.

The use of Restrictive Physical Intervention Policy

Policy

This policy has been written in the context of the ‘United Nations Rights on the Child’

It is based on the presumptions that every child and adult is entitled to:

- : Respect for his or her private life
- : The right not be subjected to inhuman or degrading treatment
- : The right not to be discriminated against

There may be times when I have the right to use reasonable force to control or restrain a child/children in certain circumstances. Wherever possible restrictive physical intervention will be used in a sensitive way that respects cultural and religious differences.

It is reasonable to use force when

- : A child is causing personal injury to themselves or someone else

: A child is causing damage to property

Procedure

: The restrictive physical intervention will only be used in the best interests of the child.

: The decisions to use intervention will be based on an assessment of risk

: We will only apply a reasonable amount of force to avert injury or damage and apply it for the shortest period of time, this will be proportional to the behaviour of the child to be controlled and the nature of the harm they may cause.

Examples of physical intervention that may be used are:

- a) Taking reasonable measures to hold a child to prevent him or her from hitting someone.
- b) Accompanying a child to another room where they can be alone for a few minutes whilst being monitored and supported.

Incident book & Keeping records

The use of planned or unplanned restrictive physical intervention will be recorded immediately after the incident by the person/s involved.

The written record will include the initials of the child/children/staff involved

The reason why physical intervention was used (rather than another strategy)

The type of intervention used

The date and duration of the intervention

Whether the child or adult/s experienced any injuries or distress/ and if they did what action was taken.

If the child is old enough the views of the child will be recorded as well

The incident records will be reviewed every 3 months

Parental partnership

Parents' will be notified the day of the incident and asked to sign the incident book.