Behaviour and Anti-Bullying Policy

Reviewed September 2026

The Stour Academy Trust

Introduction

This document is a statement of aims, principles and strategies for Chilmington Green Primary School.

DfE guidelines have been taken into consideration in the formulation of this policy. To establish the general ethos of the school, it should be read in conjunction with the following policies: SEND, Safeguarding, Online Safety and Social Networking Policy, PSHE, Teaching and Learning Policy and the Suspensions and Exclusions Policy.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can both learn and develop as caring and responsible people. It is important to us that children in the school are able to learn in an environment where the expectation of pupil behaviour is high, providing all pupils with the opportunity to learn unhindered.

School Culture

Our overarching school value is BRAVE.

At Chilmington Green, we are BRAVE with the courage to try and the strength to succeed. Being BRAVE means striving for excellence, thinking independently, and embracing challenge with optimism and purpose.

We are committed to innovative and inclusive teaching that nurtures every child. We believe there should be no barriers to achievement. Our staff build strong relationships that support learning, growth, wellbeing and personal responsibility. Collaboration opens minds and opportunities, empowering children to reach their full potential in a safe, caring and happy school community.

BRAVE stands for:

Brilliant – We strive for excellence in everything we do, celebrating creativity, curiosity, and a passion for learning. We hold our children to the highest standards to unlock their full potential. Our teaching, planning, and assessment ensure that all pupils are engaged in the learning process, avoiding disruption and preventing exclusion in any form.

Responsible – We empower our children to make thoughtful choices, care for others, and take ownership of their learning, growth, and behaviour. We use the language of 'choices' and an 'emotions coaching' approach to help pupils manage their feelings and actions. Staff model the respect, kindness, and professionalism we expect from our pupils.

Ambitious – We encourage our children to aim high and believe in their ability to grow, succeed, and reach their full potential, both academically and personally. We provide a clear and consistent system of rewards to recognise effort, celebrate achievement, and help reverse patterns of poor behaviour. We work closely with parents to support pupils in making positive changes.

Visionary – We look ahead with hope and purpose, preparing our children to shape a more inclusive, cohesive, and productive world. We prevent bullying, promote teamwork, and foster empathy, ensuring our school is a safe, caring, and happy place for all.

Equitable – We are committed to fairness, inclusion, and restorative justice, ensuring every child has access to the support, opportunities, and resources they need to thrive. We use restorative

approaches and self-regulation tools to help pupils reflect on their behaviour, understand consequences, and make better choices in the future.

By achieving this culture, we aim to:

Aims

- To ensure a safe, caring and happy school community.
- To promote the inclusion of all pupils in the learning process by developing teaching strategies that avoid the need for exclusion in any form.
- To ensure that our planning, teaching and assessment results in the engagement of all pupils, regardless of their ability, in the learning process and thus diminishing any act of disruptive behaviour.
- To provide a system of rewards to establish good behaviour, and to reverse the continuous poor behaviour of individual pupils, ensuring good communication with parents to support this.
- To encourage and praise greater effort and achievement.
- To ensure the use of appropriate language by all adults throughout the school, using the language of 'choices', and an 'emotions coaching' approach.
- To ensure a whole school restorative justice approach to discipline which is used and approved by all staff in the school – teaching and non-teaching.
- To promote self-discipline through using appropriate self – regulation tools and restorative justice which encourages pupils to reflect upon their own behaviour and its consequences.
- To prevent bullying.
- To encourage respect of others in and beyond the school community both through our teaching and in our practice as exemplary role models.
- To promote team building and the care of one another.

Principles

To foster a calm, positive and caring ethos is an essential prerequisite for learning. It depends upon pupils taking responsibility for their own learning and behaviour, together with the culture of positive relationships and a process of collaboration, all established through a restorative justice approach to behaviour. The school welcomes and encourages the involvement of parents, the LA, Directors, and carers and others in the community in supporting the school's aims.

School Responsibilities

All members of the community of the school – teaching and non-teaching staff, parents, pupils and Directors, work towards the school's aims by:

- Having high expectations of pupil learning behaviour.
- Ensuring every child has the right to learn unhindered. Class teachers have the responsibility to effectively manage the behaviour of pupils in their class (See Teachers Standards document) to ensure that individual children do not disrupt the learning of others.
- Communicating positively and consistently our high expectations of pupil behaviour, ensuring all adults in the school act as an exemplary role model to our children in how they speak and demonstrate respect to others.
- Providing a well-ordered, inclusive environment in which all are fully aware of behavioural expectations.
- Ensuring all lessons are planned and adapted to meet the needs of all pupils.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- To follow a restorative justice approach to behaviour.
- Fostering and promoting good relationships and a sense of belonging to the school community.

- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Zero tolerance of all bullying, discrimination and/or harassment in any form.
- Caring for and taking pride in the physical environment of the school.
- Working as a team, supporting and encouraging each other.
- Staff will deal with the misuse of language appropriately and inform parents of the use of derogatory, homophobic or racist language and these incidents are recorded on the relevant system.

Mobile Phones and Smart Devices

This policy should be read alongside the school's Mobile Phone and Smart Device Policy, Online Safety Policy and Safeguarding and Child Protection Policy. The Trust is committed to promoting the safe, responsible and age-appropriate use of technology. Any misuse of mobile phones, smart watches or other internet-enabled devices, whether on the school site, during educational visits, or where off-site behaviour impacts upon the school community, may be dealt with under this Behaviour Policy. This includes, but is not limited to, cyberbullying, inappropriate communication, unauthorised photography or recording, accessing inappropriate content, or any use that places a child or member of the school community at risk. Such incidents will be managed proportionately, taking into account behaviour, safeguarding and statutory requirements.

Responsibilities of the children

Our Classroom Code

- BRILLIANT – I will always try my best and help everyone to learn.
- RESPONSIBLE – I will make good choices and care for people and property.
- AMBITIOUS – I will aim high and keep going, even when it is hard.
- VISIONARY – I will use my ideas, creativity and initiative and use technology purposefully.
- EQUITABLE – I will treat everyone fairly, include others and listen to different ideas.

Our Playground Code

- BRILLIANT – I will join in and have fun while trying my best.
- RESPONSIBLE – I will follow the rules and take care of others and equipment.
- AMBITIOUS – I will challenge myself to play fairly and include everyone.
- VISIONARY – I will use my ideas, creativity and teamwork to make games fun and safe.
- EQUITABLE – I will be kind, share and make sure everyone can join in.

Our Lunch Hall Code

- BRILLIANT – I will enjoy my lunch and eat sensibly.
- RESPONSIBLE – I will use my cutlery properly, keep my table clean, and walk safely.
- AMBITIOUS – I will try to make lunchtime calm and pleasant for everyone.
- VISIONARY – I will use my ideas and teamwork to help others and make the hall a better place.
- EQUITABLE – I will wait my turn, be respectful to others and include everyone.

Rewards

All teachers aim to establish positive relationships with the children, that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. Teachers should promote the school's values and be mindful that these values underpin all interactions with children. All teachers must follow the school policy with regard to classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes

towards school and learning in general. We have high expectations for behaviour. We reward our children for positive behaviour using a variety of strategies, including:

- **Let your Shield Shine**: Let your Shield Shine is a class and individual based reward system.
    - **Class-based reward**- **UNITED SHIELDS** Every pupil starts the day with a shield. The aim is to follow the school rules and protect their shield for the whole day. If a child has not met one of their responsibilities and regulation strategies have not modified the behaviour, they will have 'broken their shield'. If a pupil receives an internal exclusion or suspension they will have 'broken their shield' for that day. At the end of the day, if the whole class has 'protected their shields' the class is awarded a United BRAVE Shield.
        - When a class has achieved:
            - 5 united shields they can claim an extended playtime (15 minutes)
            - 15 united shields they can claim a Magic Treat Time
            - 25 united shields they can claim non-school uniform day
            - 35 united shields they can Minecraft Education magic hour
            - 45 united shields they can movie and pop corn
            - 65 united shields they can BRAVE explorers afternoon
    - **Individual based reward – SHIELD CHAMPION**: Children are also rewarded with an individual prize at the end of each term if they protect their shield each day. This special assembly is a highlight of the term as the pupils love to visit the BRAVE Gift Shop. Children will also receive a badge – can they collect one each term? Those who earn all 6 will be entered into a prize draw.
- **School Value certificates** awarded for demonstrating the school values.
- Attendance celebrations awarded for weekly 100%, termly 100% and improved attendance.
- **Stickers** awarded during unstructured times of the school day for demonstrating the school values.
- **Engagement in learning**- a variety of rewards given for showing engagement in learning e.g. stickers, postcards, phone call home.
- **Numbots and TTRS certificates** are awarded each week in for recognition of times tables and number bonds.
- **Reading Challenge**: Children choose a book to keep after completing one side of their own bookmarks.
- **Headteacher awards/rewards**. These are exceptional pieces of learning examples. Children visit the Headteacher each day to celebrate and share their exceptional piece of work.
- **BRAVE Champions** – A reward with the Headteacher for children that have demonstrated all the BRAVE values.

These rewards cannot then be removed from any child for poor behaviour choices.

Zones of Regulation

The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.

The aims of the Zones of Regulation are to teach the children not only about recognising their emotions but giving them the tools to make choices to support their regulation.

There is a shared language and the use of visuals to support children in this recognition.

Regulation Strategy

Restorative Justice

A whole school restorative justice approach is essential to ensure clear understanding, fairness and consistency in the implementation of sanctions e.g Plan A, B or C.

The aim of restorative justice is to create positive outcomes from negative behaviour.

It is based on the 4 principles of; respect, responsibility, repair and reintegration.

Restorative justice is used with the aim of:

- Confronting unacceptable behaviour
- Praising acceptable behaviour
- Modelling restorative approaches
- Developing self-regulating communities

When holding a restorative justice conversation with a pupil or group of pupils the following script will be used;

- What happened?
- What were you thinking (feeling) at the time?
- What do you think (feel) about it now?
- Who has been affected by what has happened? - In what way?
- What do you think needs to happen to make things right?

However, this script may be adapted dependent upon the age group or level of understanding of individual pupils.

It is vital that restorative justice is the approach used and modelled by all members of staff within the school community.

Choices and Consequences

All adults within school should use the language of 'choices' when talking to pupils about their behaviour and relevant consequences. The emphasis should always be on the positive choice.

Examples of how this is communicated to pupils would be the following:

> "X you have a choice. You can help tidy away the paints like everyone else, or you can choose not to help. If you join in you will get a helpfulness sticker like the other children, if you choose not to join in then you will not be able to have a sticker. It's your choice."
>
> "X you have a choice. You can work on your writing now or you can choose not to get on with it. If you choose to do the work then you can go out at playtime with your friends, if you choose not to do your work now then you will have to stay in a playtime and finish it. It's your choice."

The aim of this approach is for children to understand their behaviour choices as their own responsibility and to promote self-discipline and self-regulation strategies.

Sanctions

The school's main approach to using sanctions and consequences to modify behaviour will be known as 'Plan A' and this will be sufficient to target the behaviour management of the majority (e.g. 95%) of our pupils. Recognising an increased level of difficulty can trigger planning within the school and possible use of alternative systems - 'Plan B' for more individually structured behavioural approaches and the sharing of an individual Behaviour Support Plan (IBSP) and in rare cases 'Plan C' for pupils with more extreme problems whose inclusion in the school needs multi agency support and will be subject to a PASTORAL SUPPORT PROGRAMMES – PSP.

Plan A

Following the use of a restorative justice-based approach, sanctions, if required, should be applied in the following order:

Within the Classroom:

- **Verbal warning using the agreed script and the language of choices.**

Include take-up time.

"[child's name] you have a choice. You can help tidy away the paints like everyone else, or you can choose not to help. If you join in you will get a helpfulness sticker like the other children, if you choose not to join in then you will not be able to have a sticker. You can choose not to help or choose to help and get the reward. It's your choice."

If child quickly amends behaviour, acknowledge improvement.

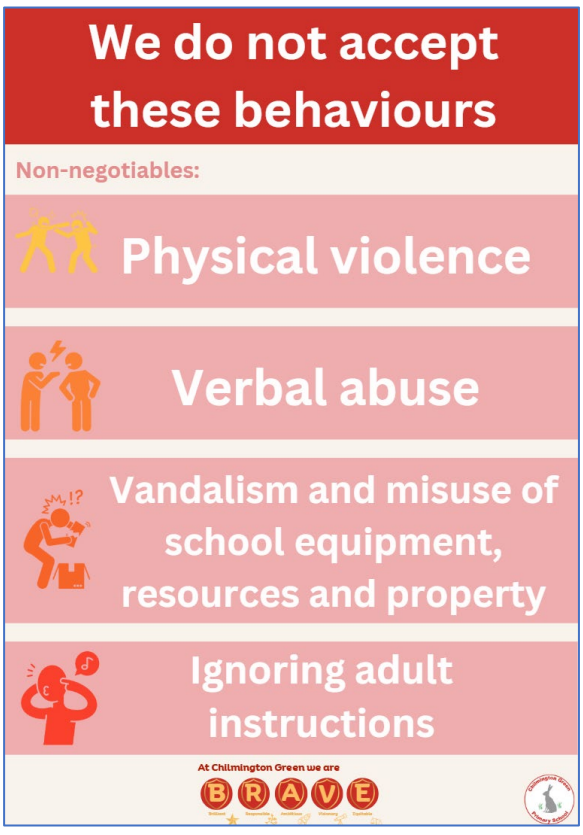
- **Time Out (5 mins) in the classroom.**

  Child and adult complete a Restorative Justice conversation when the child is ready, before returning to their work.

  "[child's name] you have a choice. You can work on your writing now or you can choose not to get on with it. If you choose to do the work then you can go out at playtime with your friends, if you choose not to do your work now then you will have to stay in a playtime and finish it. Choose not to do your work now or choose to complete it now and go out with your friends at lunch. It's your choice."

- **Miss proportional time of break or lunch**

  Miss proportional time of break or lunch – for example if you are 7 years old you miss 7 minutes. If this step is needed in the afternoon this time is spent with the TA out of the classroom (if your class TA is unavailable, please ask your partner class TA).



If a child repeatedly or frequently moves through steps 1-3 in quick succession then reflection time with a member of SLT will be required.

In extreme cases, when a child presents serious misbehaviour as per the non-negotiables, children will have reflection time with a member of SLT. An internal exclusion may be issued by a member of the Senior Leadership team. This is recorded on Arbor.

In rare cases, a suspension may be authorised by the Head of School.

All behaviours in step 2 and 3 must be recorded on Arbor by the staff member supporting, stating behaviour and actions taken.

No consequence should be carried over to the next day, all behaviour should be dealt with in the same day. Consult with SLT if you feel it would be carried over.

SLT will track behaviour points and look at trends, children who are appearing too frequently, to inform any necessary changes in provision or the next step in the behaviour management of the pupil.

The Playground:

The Teaching Assistants on duty are to be vigilant and concerned for the welfare and safety of all pupils at all times. They should:

- Be punctual to duties and wear a HiViz.
- Always be alert.
- Ensure all pupils walk into the building in an orderly manner.
- Ensure pupils are aware of TAs at all times.
- Log incidents on Arbor and communicate with the staff in class concerned.

If playground responsibilities are not adhered to then the following sanctions to be given in order:

1. Verbal warning given, explaining next step and strategies for avoiding it using the language of 'choices'.

2. Warning given to child; child informed why and next step if behaviour continues using language of 'choices'.

3. Child given Time out – for example if you are 7 years old you miss 7 minutes and removed from situation to sit on bench.

4. Class staff informed- behaviour incident report to be completed on Arbor, restorative justice conversation to be had.

5. If the strategies above are deemed to have had no effect, the child will be removed from the playground and taken to the SLT member on duty.

Behavioural incidents and sanctions given should be recorded on Arbor.

PLAN B (INDIVIDUAL BEHAVIOUR SUPPORT PLAN)

This stage is for children for whom Plan A has not been effective in changing their behaviour (e.g. 5% of the school population), for example excessive loss of playtime, or frequent exclusions from lessons due to extreme disruption (time out) week after week. This plan will be developed by a referral to the appropriate member of the Senior Leadership Team, for example the SENCo, who will initiate the preparation of an Individual Behaviour Support Plan.

Aims of this plan are to:

- Assess the extent of behaviour difficulties (Boxall Profiles and Leuven Scales) and regularly monitor them.
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- Focus on positive behaviour.
- View unwanted behaviour as communication.
- Support referral to outside agencies, if appropriate.
- Inform and engage the whole school and parents.
- Reduce anxieties surrounding behaviour.
- Keep manual handling of pupils to an absolute minimum.
- Ensure that observations and evidence are available for further analysis to develop a better understanding of behaviour.
- Identify situations in which challenging behaviour is most likely to occur, situations in which it is less likely to occur, and the very early signs of difficult behaviour (ABC charts).

- Set targets for behaviour that can be systematically rewarded (immediate, tangible rewards are most effective).
- Instigate regular and appropriate support from the Well-being Assistant, e.g., Lego Therapy, Drawing and Talking, Nurture Group.

Pro-active - planned steps

- Timetable changes/curriculum modification
- Staffing
- Adaption (ensure implementation of IEP if there is one).
- Use of key adults - the whole school informed.
- Consistency of staff (actions and words).

Plan action to support changes: e.g.

- Tell the child and walk away.
- Offer support.
- Allow take up time.
- Use key words and simple sentences.
- Teach consequences/boundaries through the language of 'choices'.
- Social skills group.
- Anger management strategies.
- Time out/exit card.
- Personal reward system.
- Provide visual support, e.g. timetable for the day.
- Provide a 'meet and greet' facility for each day.
- Record strategies to support behaviour on the class provision map.
- Discuss behaviour issue at well-being meetings.

Re-active - Be aware of early signs and take immediate action (Unexpected behaviours)

Scripted steps (allowing time and space in between steps):

1. Employ distraction techniques and reminder of desired behaviour.
2. Direct instruction.
3. Instruction and reminder of reward.
4. State choice of consequence (target behaviour & reward or no reward) using language of 'choices'.
    - Carry out consequence (low level, consistent, will take time).
    - Time out should be directed. Adopt a positive approach time-out.

Ensure action is taken to avoid escalation and handling:

- Plan distraction.
- Offer clear boundaries e.g. "Yes, when…"
- Transfer to a different adult if appropriate.

- Individual Behaviour Support Plan Sanctions should be as Low-level as possible and short term. Low-level action that is consistent and certain is more effective that higher level action. Sanctions should be planned and fair, they must not in any way damage the relationship between pupil and staff.
- Consequences should be short term.
- Restorative justice conversations should be had as a form of debrief following any behavioural incidents.

TIME OUT AND CALM SPACES

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupils as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should be used as close to the classroom as possible to avoid any need for positive handling. Ensure that time-out is discussed with pupils using the language of choices, e.g. 'If you can stop... then you can stay where you are or if you choose not to then you will need a time out, it is your choice'.

If the time-out space is to be used for calming and as a directed sanction, staff action and words will need to make the difference very obvious. Visual support can also demonstrate difference (objects, pictures, gestures). If being used as a sanction, staff should avoid interaction, and no activities/toys should be available.

If the child requires time out space in an area that is not within the mainstream classroom, then the calm space within the specialist resource provision is accessible to all children. This space is used in a variety of different ways:

- Children can choose to use this space for self-regulation, for quiet space and activities linked to their 5 point scale to support self-regulation.
- It is also used to support children and ensure their safety when high levels of violence occur. This also ensures that staff and other pupils remain safe. In this scenario the child would be supported to use the time-out/ calm space to allow them time to self regulate. The adult would either join the child within the calm space or stand outside the door by the supervision window to maintain supervision at all times but allowing space for the child to regulate. The adult is visible to the child at all times.
- If the adult is observing from the supervision window, they will open the door to communicate with the child every two minutes to ascertain if they require any support to further enable their regulation.
- The support that would be offered are the choices of:- bean bags, weighted blankets, stretchy suits, putty, resistance bands, pully cushion and sensory resources. The children would also be asked if they require a drink or something to eat. When the adult is offering these choices they will be based upon their knowledge of the child.
- Choices of regulation resources are given verbally, physically with the actual resources and visually with picture cards. This is dependent on the individual child within that particular scenario.
- When a child presents as ready to transition from the calm space then they will be supported to do so by an adult.
- If the child continues to find it difficult to self-regulate then they would be further supported. The adults will risk as SLT where necessary.

If it becomes obvious that pupils enjoy going to the time-out space, ensure it is available to them subject to good behaviour. For some pupils, it could be included on a visual timetable and the 'Yes... when...' script used.

PLAN C (PASTORAL SUPPORT PROGRAMMES – PSP)

A small percentage of children, whose behaviour and responses can be difficult to predict or manage as a result of their individual additional needs, could be into a pattern of suspension within a few days if the main behaviour policy is applied to them. These children will therefore be subject to a Pastoral Support Programme (PSP) and the whole school will be informed and know who they are. Their individual programme will be drawn up through multi-agency working and will involve the parents and also the pupil voice. It will be reviewed regularly and all staff given a synopsis of outcomes.

Sanctions for extreme behaviour, which may need Plan C or D:

Unacceptable behaviours bypass steps above, and the child should be removed from the playground for their own safety and the safety of others.

These are:

1. Pre-meditated attack

2. Unprovoked attack

3. Using any object with intent to harm

4. Unsafe behaviour- repeatedly leaving the care of the adult in charge, and not responding to warnings.

5. Racist, sexist, homophobic or discriminatory behaviour.

6. Swearing and/or Verbal Abuse

7. Repeated breaches of the school behaviour policy.

8. Any form of bullying.

9.Sexual assault and /or harrassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.

10. Vandalism.

11. Possession of any prohibited items. Such as but not exclusive to:

o Knives or weapons

o Tobacco and cigarette papers

o Pornographic images

o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Behavioural incidents and sanctions given should be recorded on Arbor and the child should have a restorative justice conversation with a member of staff.

For persistent or serious misconduct, pupils should be referred to Head Teacher, who will decide on the following sanctions:

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or area within the school. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour (i.e IBSP), intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc).

Suspension

Parents will be notified of the reason for the suspension. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour is not repeated through a restorative justice conversation.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Please see Suspensions and Exclusions Policy for further details.

Permanent exclusion

When exclusion is permanent, the Directors Discipline Committee must meet to review the exclusion. Parents / carers and an LA representative must be invited to review the meeting. Even if the parents/carers did not attend the Directors Discipline Committee meeting, they have the right to appeal to an Independent Appeal Panel if the Directors Discipline Committee uphold the decision to exclude.

The Directors Discipline Committee will meet to review the decision to exclude a child within the statutory timescales.

Parents/carers are entitled to take a friend or legal representative to the meeting and the child should be encouraged to attend.

PLAN D (PHYSICAL INTERVENTION)

The emphasis is on a proactive approach, i.e. early intervention, prevention and developing alternative behaviours, rather than on reactive strategies.

Classroom practice reinforces that any physical interventions are always a last resort when all alternative, positive interventions have been explored:

- Offer alternatives or options to the pupil.
- Restorative justice conversation.
- Distract/divert attention.
- Offer an alternative choice.
- Change to a less demanding activity.
- Change the environment/make it safe.
- Reduce demand.
- Avoid known triggers.
- Teach behaviours which allow needs to be met appropriately.

Physical interventions will only be used:

1. If a pupil is at risk of harming themselves or others.
2. If there is serious damage to property
3. If causing serious disruption that is detrimental to the learning of themselves or others (This may require a pupil being removed, or prevented from removing themselves, from a classroom).

These criteria that warrant a potential physical intervention are determined by:

“Force should only be used as a protective measure and never as a disciplinary penalty” (Education Act 1996 Section 548)

The use of physical intervention must be both reasonable and proportional to the circumstances (Section 550A Education Act 1996)

All members of staff are authorised by law to use physical intervention. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual in crisis and the nature of the harm they might cause. (Section 25- The Use of Force to Control or Restrain Pupils 2010)

In each School within the Stour Academy Trust there are three or more members of staff, which will include at least one member of the senior leadership team, that are trained in the Team-Teach Behaviour Management programme, which

advocates early intervention, prevention and positive approaches to challenging behaviour. Training is updated periodically.

Any member of staff who is Team Teach trained, to keep a child or others safe, may:

- Hold a child's arm to monitor levels of anxiety or to provide reassuring support.
- Lead a child by the arm to escort to another environment (e.g., if there are environmental factors within the area that are causing anxiety or distress and the pupil is not able, for whatever reason, to move themselves without physical support).
- Deflect a child away or re-direct their path (e.g., if a child is attempting to leave the classroom or attempting to interfere with another child).
- Block blows using a protective stance (e.g., if a child is attempting to hit/kick another pupil or member of staff).
- Any member of staff if able to hold a child in a dangerous situation to maintain their safety.
- Move a child to a safe area where they can be provided with space to calm down (e.g., if a pupil is presenting challenging behaviours that may cause harm to others or themselves and they have refused to follow a verbal instruction).
- Always make it clear that the physical contact will stop as soon as it ceases to be necessary.

All physical interventions are recorded and brought to the attention of the Senior Leadership Team. Parents/carers will be informed on the day of the incident by a member of the senior leadership team either by telephone or in person.

Records of any incidents are recorded and will be used to monitor behaviour and to establish patterns.

If a school is aware that a pupil has a history of very challenging behaviour, even if it has not previously been experienced in the current setting, a Risk Assessment and a Pastoral Support Programme may be written in advance in the interests of safeguarding the pupil themselves in addition to other pupils and members of staff.

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the parents, class teacher and Head teacher of the School, or as a result of discussion at a school-based review, which takes place termly. Any outside agency often requests information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Educational Psychologist

Specialist Teaching and Learning Services

Social Services

CYPMH

For children subject to this programme, it may be necessary to undertake a Risk Assessment to inform the management of their challenging behaviours. This process may identify that Positive Handling could be needed to prevent the child from harming him or herself, others or property, or committing an offence. In this case a Positive Handling Plan (PHP) will need to be drawn up involving all staff concerned, the parents and the child if appropriate. The school's policy for Positive Handling will be followed in all instances.

For pupils on the Autistic Spectrum

All children need to have boundaries and comply with school rules.

Children with an Autism Spectrum experience difficulties with social communication, social interaction and rigidity of thinking, imagination. These difficulties can mean that they misinterpret situations and that they find it difficult to explain their own behaviour and that of others.

There is a need to make reasonable adjustment to support their lack of understanding and skills with their behaviour and to teach what appropriate behaviour is. Staff to have autism awareness training to ensure that adjustments are made, and pupils are not disadvantaged.

Each pupil is unique with their own needs. A profile needs to be developed of each pupil to identify their individual needs, in consultation with the parents / carer, pupil, staff and other supporting agencies.

School rules need to be presented visually.

Each pupil should have a positive behaviour plan which identifies strategies and rewards to be used when working with the pupil and is discussed with all staff working with the pupil and jointly agreed by the school and parents/carers.

These plans should be reviewed termly.

Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their special interests and may be offered more frequently to reinforce appropriate behaviour.

Pupils need to be taught to understand consequence. Think sheets and comic strip conversations can be used to explain situations to the pupil alongside the language of 'choices'.

Pupils need to be given access to: -

- Time out cards from the lesson.
- Calm area.
- Box with relaxing activities / suggestions.
- Access to a member of staff to talk about their worries and any incidents.
- Structured activities during break and lunch times.
- Access to a structured social skills programme.

Guidelines for effective control of behaviour

Around the school:

- Greet pupils and others in a friendly manner.
- Start a dialogue.
- Always deal with misbehaviour – ignoring means condoning!
- Set high standards of speech, manner and dress.
- Enjoy your relationships with pupils.
- Model mutual respect in how you speak to pupils at all times.

In the Classroom:

- Arrive before the pupils and begin on time.
- Always be prepared.
- Keep everyone occupied and interested.
- Ensure pupils are motivated and extended.
- Respect pupils work when marking.
- Set achievable goals in class and homework.
- Encourage all pupils to contribute in discussions.
- Maintain a clean and attractive working environment.
- Address pupils correctly in a respectful manner.

Things that are unacceptable:

- Humiliation
- Shouting
- Over reaction
- Blanket punishment
- Sarcasm

Things to strive for:

- Use humour.
- Keep calm.
- Listen attentively.
- Be positive.
- Speak to the pupil respectfully.
- Get to know your pupils.
- Always carry out any consequences.
- Be consistent.
- Establish your authority firmly and calmly.
- Separate the problem from the person.
- Reprimand the action not the child i.e. “The way you behaved was uncaring” not “You are uncaring”
- A restorative justice approach

Ways to encourage pride in the school:

- Involve pupils in taking responsibility for their working environment
- Insist on a clean room
- Teach in tidiness
- Encourage tidiness in others
- Leave the room neat and tidy
- Clear any graffiti immediately
- Deal firmly and fairly with offenders
- Keep displays neat and fresh
- Keep your desk, shelves tidy
- Insist on a litter free site
- Report damage immediately

Procedures for providing children with opportunities to discuss appropriate behaviour

- Talking to a senior member of staff.
- A restorative justice conversation.
- Allocation of a ‘named adult’.
- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see SEAL/RE policy).
- A clear focus for work on relationships and feelings as part of the SEAL work throughout school.
- A programme of religious education which includes ethical issues (see RE policy).
- Circle time – an opportunity for open discussion held in class groups at regular intervals.

- The agreement of a set of rules by each class at the beginning of the autumn term.

Liaison with parents and carers

Parents and carers will be kept informed about their child's behaviour.

If it appears that this has to be monitored on a regular basis, parents and carers will be invited to attend a meeting to discuss how this can be managed appropriately.

There are times when parents feel that little or no action has been taken by the school following an incident. Often teachers have to deal with situations where it is one child's word against another's. In such circumstances, there is a danger of punishing a child who has, in fact, done nothing wrong, which we would want to avoid.

Parents are no doubt aware that children often go home with only one side of a story.

With this in mind, parents need to discuss concerns with us with an 'open mind', and be prepared to discover that their child may be in the wrong.

In any school 'day to day', minor misdemeanors will always occur, and hopefully dealt with swiftly by a member of staff. In all such minor cases, it is unlikely that parents would be informed.

Nurture Policy

We adhere to the six principles of Nurture as set out in the Majorie Boxall model:

1) Children's learning is understood developmentally

2) The classroom offers a safe base

3) Nurture is important for the development of self-esteem.

4) Language is understood as a vital means of communication

5) All behaviour is communication.

6) Transitions are significant in the lives of children.

Our Nurture approach

Nurture group interventions

Children will be placed in a nurture group if they are identified as having an emotional behavioural need.

Before joining a group, an accurate assessment of the pupil's needs is constructed using the Boxall Profile assessment. From the assessment very specific emotional behavioural targets are set to address the identified needs. All targets are shared with class teachers to facilitate the transferral of skills to the classroom and subject to a termly review. Targets are also shared with the pupils and successes are regularly celebrated. At the end of each term, a further Boxall Profile is completed to establish if the pupil is ready to exit the nurture group. Nurture groups are facilitated by a trained Well-Being Assistant who has the expertise and knowledge to deliver explicit teaching concerning feelings, emotions, and behaviour strategies.

Nurture in the classroom

We aim to extend our nurture approach into the classroom. All classes are required to have the following:

- Worry monster / jar
- Emotions check in
- Visual timetable
- Work stations (as required)

- Time to talk
- Weekly PSHE lessons
- Regular circle time

Alternative Provision

We recognise that some children are unable to cope with being on the playground for extended periods of time. To support them we provide an alternative provision group at lunchtimes. A staff member may facilitate structured play activities that provide explicit teaching around social interactions and relationships.

Anti-Bullying Policy

Parents are encouraged to inform us immediately if they suspect their child is being bullied. The sooner we know, the sooner we can act to stop it. They information outlined below is designed to help parents understand what is meant by bullying and how to spot early signs of distress that may be caused by bullying.

DfE definition of bullying:

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel. However, such resolution of problems is totally unacceptable anyway and parents must avoid giving their child the message "If someone hits you – you hit them back".

Early signs of distress

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises

Bullying can take many forms but three main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting racist remarks
- Indirect: spreading unpleasant stories or excluding someone from social groups.

Our approach to bullying

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community. In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

Aims

- We aim to prevent bullying.
- We aim to raise pupils' awareness of bullying behaviour and the consequences to all parties.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- We aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised.

Susceptibility to bullying may be:

- Race/Sex/Background
- Child with family crisis
- Timid children who may be on the edge or outside a group
- Special educational needs and disabilities

Reason for being a bully

- Victim of violence
- Bullied at home
- Enjoyment of power/creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV or video games
- Unhappy
- Insecure (coward at heart)
- Self-hating

It occurs in children from all backgrounds, cultures, races, sexes from Nursery to Sixth Form and adults.

Prevention is better than cure so at this school we will:

- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly
- Encourage the children to act within the school values at all times

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

Use the curriculum to increase children' awareness of bullying and to help them to develop strategies to combat it. (Includes an 'anti-bullying theme week). Use discussion and role play to explore issues related to bullying and give individual children confidence to deal with bullying.

Children are also taught awareness of 'Cyber bullying', whether through social network sites, through text messages, e-mails. This form of bullying will be dealt with in the same robust manner as any other form of bullying. (NB/ The school's e-safety policy incorporates 'Cyber bullying.)

Use of trained school 'Buddies' to support pupils who may feel susceptible to bullying, or for those who, for whatever reason, may behave in a bullying way.

Self-action

If the incident is not too serious a problem-solving approach may help. The adult tries to remain neutral and deliberately avoids direct closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement and also discuss with them how their solution has been effective or not.

A record must be kept of the incident- date- time- place- names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.

Persistent bullies will have a fixed term exclusion imposed and in very serious cases will be expelled.

- Ensure pupils are supervised at playtimes and lunchtimes.
- Patrol secluded areas such as toilets, corridors and doorways.
- Observe pupils play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.

Parents

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken, involvement of parents at an early stage is essential. The family of the bullied pupil may wish to involve the police in charging the bullying pupil(s) with assault. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency.

Monitoring

In light of this policy the Senior Leadership Team will continually monitor the behaviour andanti-bullying Policy throughout the school through and behaviour tracking system.

After twelve months the effects of this policy will be evaluated through consultation with all the parties involved i.e., children, parents, staff and Directors.

Agreed changes to this policy will then be incorporated as necessary.

Arbor Behaviour Points Incident type	Example	Points allocated
Classroom disruption		**1**
	Reached step 5 of behaviour policy (missing break time)	
	Refusing to complete tasks	
	Disrupting the teacher and other pupils with calling out etc…	
Verbal abuse		**1**
(not including racism, homophobia or swearing)	Rudeness to staff	
	Unkind words to other children	
	Inappropriate language/comments	
Failing to complete tasks set		**1**
	Persistent failure to complete homework (older children)	
	Limited effort made in class to complete tasks to a reasonable standard.	
Physical incident		**1**
	Tap, push, grab, pinch – low level physicality.	
Damaging property		**2**
	Theft	
	Deliberate actions intended to damage school property or another child's property.	
	Vandalism of school environment	

Fighting		**2**
	Children have fallen out and physically hurt each other	
Failing to follow the repeated instructions given by staff (SLT)		**2**
	Attempting to leave school	
	Failure to return to classroom/office when asked to	
	Refusing to leave classroom (or any area) when asked to do so	
Verbal abuse		**3**
	Racist comments	
	Discrimination against someone with SEN or a disability	
	Homophobic comments	
	Swearing	
Physical attack		**3**
	Injury deliberately caused by a child to another person	

Nursery Positive Interactions & Relationships Policy

Effective: September 2025
Applies to: Early Years

Policy Statement

At The Stour Academy Trust, we believe that secure relationships and emotional well-being are the foundations of young children's development. Our approach is based on the principle that all children can learn how to make positive choices, supported by caring adults who model, guide and encourage them.

Aims

- Nurture children's self-esteem and emotional security.
- Promote kindness, cooperation and respect through modelling and guidance.
- Help children learn safe choices in their play and interactions.
- Work with parents as partners to ensure consistency.

How We Support Positive Interactions

- Key Person Approach (for Nursery) : Each child has a trusted adult who supports their wellbeing.
- Modelling Positive Choices: Adults show children how to share, take turns and use gentle hands.
- Positive Language & Praise: Encouragement such as 'I like the way you are waiting' or 'That was kind.'
- Visual Prompts: Pictures, gestures, or objects support children's understanding of safe choices.
- Routines: Clear, predictable routines give children security and confidence.

Responding to Unsafe or Harmful Actions

We recognise that young children are learning self-regulation and may act impulsively. Unsafe or harmful actions (e.g., hitting, biting, throwing, unsafe climbing) are addressed calmly and consistently.

Steps:
1. Immediate Safety: Ensure all children are safe.
2. Calm Intervention: Simple language such as 'That hurts, we use gentle hands.'
3. Redirection: Guide child to another activity or safe space.
4. Consequence: Unsafe action is stopped (e.g., removing dangerous objects, pausing play until ready to rejoin).
5. Restoration: Support the child to repair relationships by checking if the other child is okay or modelling 'sorry.'
6. Partnership with Parents: If unsafe actions continue, staff will work with parents and SENCO for support.

Supporting Self-Regulation

- Adults co-regulate children using calm reassurance.
- Quiet spaces are available for calming and reflection.
- Staff narrate feelings: 'I can see you are upset, let's take a breath together.'

Staff Guidance & Training

- All staff are trained in emotional wellbeing, attachment and self-regulation strategies.
- Staff reflect on team meetings and supervision to improve practice.

Monitoring & Review

- Repeated unsafe incidents are logged and reviewed by the Nursery teacher alongside the Nursery Trust Advisor or the Reception teacher and a member of the SLT.

- Arbor is only used to log extreme violence or unsafe behaviour.
- Parents are kept informed by speaking with the Nursery or Reception teacher in a private space at the end of the session.

- If behaviours are repetitive or extreme then a meeting with a parent is called with the Nursery teacher and Nursery Trust Advisor or the Reception teacher and the most suitable member of the SLT

- Policy reviewed annually or sooner if guidance changes.