

Behaviour and Anti-Bullying Policy

Reviewed March 2026



The Stour Academy Trust

Every member of the Adisham CE Primary community is nurtured and enabled to flourish emotionally, spiritually and academically through our enriching curriculum. We are committed to ensuring our children are treated with the compassion and respect they deserve. As children of God, each child is as individual as a mustard seed and they are encouraged grow to their full potential and to live life in all its fullness.

From little seeds great and wonderful things grow and flourish

Our Christian Values

Truth, respect, compassion and forgiveness are deeply rooted in all we do at Adisham C. E Primary School and provide the foundations for this policy. Our staff and children are encouraged to apply our values when discussing behaviour and consequences. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

Introduction

This document is a statement of aims, principles and strategies for Adisham CE 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 can learn in an environment where the expectation of pupil behaviour is high, providing all pupils with the opportunity to learn unhindered.

The school will manage and promote pupils personal, social, health and emotional education alongside the aims set out below:

Aims

- 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.
- To ensure a safe, caring and happy school community.

Principles

The establishment of a sound, 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 establishment of trusting relationships and a process of cooperative teamwork, all established through a restorative justice and emotions coaching 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.

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.



School Rules

Our rules have been devised over a period of time and are made in school in conjunction with the children. Our discussions regarding rules are rooted in biblical teaching and are created to represent our Christian vision and values. When rules are given to the children they are discussed and reviewed with them to ensure that they are fully understood and accepted. All rules are displayed in an appropriate place.

General rules

- Safe – is your behaviour towards yourself and others safe?
- Respect – Are you showing respect to yourself, others and property?
- Ready – are you ready to learn/play?

Use of language

Although derogatory language in all its forms, including homophobic and racist language, is rare at this school, it is always unacceptable. Staff will deal with the misuse of language appropriately. Parents are informed of the use of derogatory, homophobic or racist language and these incidents are recorded on the relevant system. All language will be respectful and dignified.

What this looks like in the classroom

- Listen to others and take turns
- Listen carefully, follow instructions and try your best
- Work without disturbing anyone else's learning
- Always be honest
- Be helpful. kind and polite to everyone
- Respect personal space

What this looks like on the playground

- Keep to playing areas agreed
- Benches are for sitting and quiet games (reflection)
- Keep your hands and feet to yourself – be a good friend
- Be helpful, kind and polite to children and adults – show compassion to those who need it
- Respect other people's games

What this looks like during indoor playtime and lunchtime

- Line up sensibly
- Be well-mannered, use please and thank you and don't speak with your mouthful
- Talk quietly, show respect for others
- Put your hand up if you want something
- Try to keep the tables clean and tidy and use the cutlery provided, show respect for our dining hall
- Walk around school quietly



It is the responsibility of teachers to effectively manage the behaviour of pupils in their care.

It is the firm belief of the school that high quality detailed planning based on accurate on-going assessment, and the dynamic delivery of lessons which incorporate appropriate adapted and challenging activities, will, in nearly all cases, eliminate disruptive behaviour. It follows that poor planning and unsatisfactory teaching may result in levels of disruptive behaviour.

Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

However, it is recognised that in certain situations there may be a need to invoke specific sanctions for pupil who do not respond to the above. A whole school restorative justice approach is essential to ensure clear understanding, fairness and consistency in the implementation of sanctions.

Rewards

All adults aim to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All adults should promote the school's Christian values and vision and be mindful that these values and vision underpin all interactions with children. All adults must follow the school policy regarding discipline and 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 always insist on good order and behaviour. We reward our children for positive behaviour using a variety of strategies, including:

- **Weekly School Value certificates:** awarded in the moment for demonstrating the school values.
- **Lanyards:** all children have a lanyard celebrating pupil leaders and gold stars are awarded to celebrate children who consistently demonstrate the school values of compassion, respect, truth and friendship.
- **Value Stickers:** awarded during unstructured times of the school day for demonstrating the school values.
- **Numbots and TTRS:** certificates are awarded each week in for recognition of times tables and number bonds progress.
- **Reading Challenge:** Children choose a book to keep after completing their age appropriate number of stickers on their bookmarks.
- **Headteacher awards/rewards:** These are **exceptional** pieces of learning examples. Children visit the Headteacher to celebrate and share their exceptional piece of work.

EYFS and Key Stage 1

- Whole class gem/marbles in a jar – agreed class reward
- Celebration note home



- Headteacher's Award
- Stickers, including Christian Value stickers for those children demonstrating our values
- Gold stars for Christian Values

Key stage 2

- Raffle Tickets – weekly draw.
- Class DoJo's
- Gold stars for Christian Values
- Celebration note home
- Headteacher's Award
- Stickers, including Christian Value stickers for those children demonstrating our values

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

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

Growing in relational wisdom, love and compassion – as Jesus grew in wisdom. (Luke 2:40)

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.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Such as but not exclusive to:
 - Knives or weapons
 - Tobacco and cigarette papers
 - Pornographic images
 - 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)

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

1. **Redirection** – Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2. **Reminder** - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
3. **Reflect** - Give the learner a chance to reflect away from others in class. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
4. **Remove** - At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All internal referrals must be recorded on Arbor and parents contacted that day.

The Playground:

The teacher or supervisors on duty should be vigilant and concerned for the welfare and safety of all pupils at all times.

Always be alert for signs of bullying, verbal or physical and deal with these immediately.
Ensure all pupils walk into the building in an orderly manner.
Ensure pupils are always aware of supervisors.

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

1. **Redirection** – Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2. **Reminder** - a reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
3. **Reflect** - give the pupil a chance to reflect away from others in a quiet area. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.



4. Remove - at this point the pupil will be removed from the playground for an age-appropriate amount of time. All internal referrals must be recorded on Arbor.

For persistent or serious misconduct, pupils should be referred, in order to:

1. Class Teacher
2. Assistant Head teacher
3. Head Teacher

Behavioural incidents and sanctions given should be recorded on Arbor.

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 Headteacher.

No consequence should be carried over to the next day, all behaviour should be dealt with in the same day.

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.

Behaviour at playtimes:

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.

Certain totally unacceptable behaviours bypass steps 1 – 4 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. Repeatedly leaving the care of the adult in charge and not responding to warnings.
5. Racist comments

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



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 staff, for example, 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.
- 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, Nurture Group.

Pro-active - planned steps

- Timetable changes/curriculum modification
- Staffing
- Differentiation (ensure implementation of Provision Plan if there is one)
- Use of key adults - the whole school informed
- Consistency of staff (actions and words)
- Negotiation of rewards

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'
 1. Carry out consequence (low level, consistent, will take time)
 2. Time out should be directed.

Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach time-out.
- 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 than 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 down 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 a calm space within the school 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 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.
- 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 because of their individual additional needs, could be into a pattern of exclusion 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 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 harassment, 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:

12. Knives or weapons

13. Tobacco and cigarette papers

14. Pornographic images

15. Any article a staff member reasonably suspects have 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)

(DfE: Restrictive interventions, including the use of reasonable force, in schools – guidance effective from 1 April 2026)

Definitions (for this policy):

Restrictive intervention is any action that deliberately restricts a pupil's movement, liberty and/or access to their own body. This can include:

- (a) physical contact (for example guiding or shepherding a pupil),
- (b) physical restraint (holding a pupil to prevent movement) and
- (c) other restrictive practices.

Reasonable force — no more force than necessary, for the least amount of time.

Restraint and Seclusion — including that seclusion is non disciplinary and involves preventing a pupil from leaving. Time-out/calm spaces used for de-escalation and self-regulation are not the same as seclusion; the school does not use 'seclusion' (confining a pupil alone and preventing them from leaving).

Within each school in the Stour Academy Trust, a number of staff (including members of the senior leadership team) are trained in the Team-Teach behaviour support approach. Training is refreshed in line with provider recommendations. Training supports staff to use prevention and de-escalation strategies and, where unavoidable, safe and lawful restrictive interventions.

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.
- 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 as a last resort:

1. If a pupil is at risk of harming themselves or others – prevent harm.
2. If there is serious damage to property.



3. To stop a criminal offense.

Any member of staff may use reasonable force where it is lawful, necessary and proportionate. Where a restrictive intervention is likely (or planned) staff should, wherever possible, seek support from Team-Teach trained staff and/or SLT. Any physical restraint should only be undertaken using approved techniques and within the limits of staff training.

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

- Use a flat hand on a child's arm to monitor levels of anxiety or to provide reassuring support.
- Use Caring C's 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 can 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.

Staff must not use force as a punishment, deliberately inflict pain, restrict a pupil's breathing, cover a pupil's mouth or nose, apply pressure to the neck, chest or back, or use prone (face-down) restraint. Staff must not use any technique they have not been trained to use. Any intervention must be stopped as soon as it is safe to do so.

All incidents involving physical restraint (and any other restrictive intervention beyond everyday, non-restrictive contact) must be recorded and reported to the Senior Leadership Team as soon as practicable and no later than the end of the same day. Incidents must be reviewed to identify triggers, effectiveness of de-escalation, and any follow-up support required.

When informing parents/carers and completing the record, the following details will be included as a minimum:

- date, time, location and approximate duration of the intervention
- the events leading up to the incident (including de-escalation strategies tried) and why restrictive intervention was assessed as necessary
- what type of restrictive intervention was used (for example guiding, blocking, holding) and the degree of force applied



- names/roles of staff involved and any witnesses
- details of any injury or complaint, whether to pupil(s) or staff, and any first aid/medical attention provided
- any agreed follow-up actions (for example restorative conversation/debrief, reintegration support, review of risk assessment or behaviour support plan, staff support)

Parents/carers will be informed as soon as reasonably practicable on the day of the incident (by telephone or in person where possible) and provided with a factual account. Where appropriate, this will be followed up in writing.

This requirement applies even where restrictive interventions form part of an agreed support plan.

Post-incident debrief and welfare

Following any incident involving physical restraint (or another restrictive intervention beyond everyday non-restrictive contact), staff will ensure that the pupil's immediate welfare is checked (including any injury, distress, breathing concerns, or medical needs) and that appropriate first aid/medical attention is provided. As soon as practicable, a debrief will take place with those involved to: support the pupil to recover and reintegrate; allow the pupil (as appropriate to age and understanding) to share their views; identify triggers and early warning signs; review the effectiveness of prevention and de-escalation strategies; and agree any follow-up actions (including any restorative conversation).

Staff involved will also be offered an opportunity to debrief and access support following any distressing incident. Where a pupil has required restrictive intervention, the school will consider whether the pupil's risk assessment, Individual Behaviour Support Plan / Positive Handling Plan, PSP or other support plan should be created or updated, and whether additional reasonable adjustments, training or external agency involvement is required to reduce the likelihood of recurrence.

Monitoring, oversight and equality

The Senior Leadership Team will monitor all recorded incidents of restrictive intervention to ensure responses remain lawful, proportionate and focused on prevention. This monitoring will include analysis of patterns and repeated incidents (for example by pupil, class/year group, time/location, triggers, type of intervention used, and any injuries), and consideration of whether groups are disproportionately affected (including pupils with SEND and other protected characteristics). Any identified concerns will be acted upon through review of practice, additional support and training, and (where appropriate) review of systems, environments and behaviour support planning. Summary monitoring information will be shared with the Trust/Directors as appropriate to support oversight and continuous improvement.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

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.



Schools should seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, schools should consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

For Support for Pupils with Special Educational Needs and Disabilities

Recognising that pupils with SEND may be disproportionately affected by restrictive interventions, the guidance advises schools to understand underlying triggers of challenging behaviour and provide tailored support. This includes developing individual Positive Behaviour Plans and considering the impact of school policies on pupils with SEND.

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.

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.

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 at 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 through the Community of Schools

Social Services/Early Help

NELFT

School Health

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.

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.

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Please see Suspensions and Exclusions Policy for further details.

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 always speak to pupils

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 PSHE/RE policy)
- A clear focus for work on relationships and feelings as part of PSHE 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

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 misdemeanours 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.

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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:

- Termly well-being days
- Worry monster / jar
- Emotions check in (Reflect)
- Visual timetable
- Workstations (as required)
- Time to talk
- Weekly PSHE lessons
- Regular circle time
- Soft landing days for identified pupils

Nurture on the playground

We recognise that some children are unable to cope with being on the playground for extended periods of time. To support them we provide a nurture group at lunchtimes. The trained Well-Being assistant facilitates structured play activities that provide explicit teaching around social interactions and relationships.

Anti-Bullying Policy

Church of England schools must ensure that their pupils are secure and able to make excellent progress whatever their background. They are invited into a school that aims to provide an education which leads to an abundant life. Every person in the school community is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are *Imago Dei* – made in the image of God – and are loved unconditionally by God.



Each person in all their unique difference should be able to flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation, or gender identity.

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. The 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:

1. Physical: hitting, kicking, taking belongings
2. Verbal: name-calling, insulting racist remarks
3. 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 always act within the school values

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's 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



Considering this policy the Senior Leadership Team will continually monitor the behaviour and anti-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	- Reached step 5 of behaviour policy (missing break time) - Refusing to complete tasks - Disrupting the teacher and other pupils with calling out etc...	1
Verbal abuse (not including racism, homophobia or swearing)	- Rudeness to staff - Unkind words to other children - Inappropriate language/comments	1
Failing to complete tasks set	- Persistent failure to complete homework (older children) - Limited effort made in class to complete tasks to a reasonable standard.	1
Physical incident	- Tap, push, grab, pinch – low level physicality.	1
Damaging property	- Theft - Deliberate actions intended to damage school property or another child's property. - Vandalism of school environment	2
Fighting	- Children have fallen out and physically hurt each other	2
Failing to follow the repeated instructions given by staff (SLT)	- 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	2
Verbal abuse	- Racist comments - Discrimination against someone with SEN or a disability - Homophobic comments - Swearing	3
Physical attack	- Injury deliberately caused by a child to another person	3



