Behaviour and Anti-Bullying Policy

Reviewed September 2026

Our Vision

As the sponsor school of The Stour Academy Trust, we actively promote collaboration in order to continue the growth and development of God's children, including those beyond our border.

The Stour Academy Trust

We are driven by our commitment to the children's well-being and education, enabling all of our children to flourish and become life-long learners.

Put simply: we work together and share the best of ourselves to help everyone around us grow and develop.

Introduction
This document is a statement of aims, principles and strategies for Sturry 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.

Mobile Phones and Smart Devices
This policy should also 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.

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.

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:

- 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 all implement 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.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently.
- Caring for and taking pride in the physical environment of the school.
- Working as a team, supporting and encouraging each other.
- Having high expectations of pupil learning behaviour.

School Values

At Sturry C E Primary School, we are driven by our commitment to create an environment that enables children to flourish. We strive to equip all of God's children with the values of Perseverance, Leadership, Ambition, Collaboration, Empathy and Support giving them the keys to open the various doors as they journey on the pathway of life in the ever-changing world.

At Sturry, we're going PLACES because we show:

- **Perseverance**
- **Leadership**
- **Aspiration**
- **Collaboration**
- **Empathy**
- **Support**
- **To be able to "Go and Do Likewise"**

Rules

Our rules have been devised over a period of time and are made in school in conjunction with the children. 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

Respect other people's property and the property of the school.
Treat other people how we would like to be treated.
Exhibit polite and courteous behaviour at all times.
Adhere to the school's Christian values, showing Perseverance, Leadership, Ambition, Collaboration, Empathy and Support wherever possible.

Use of language

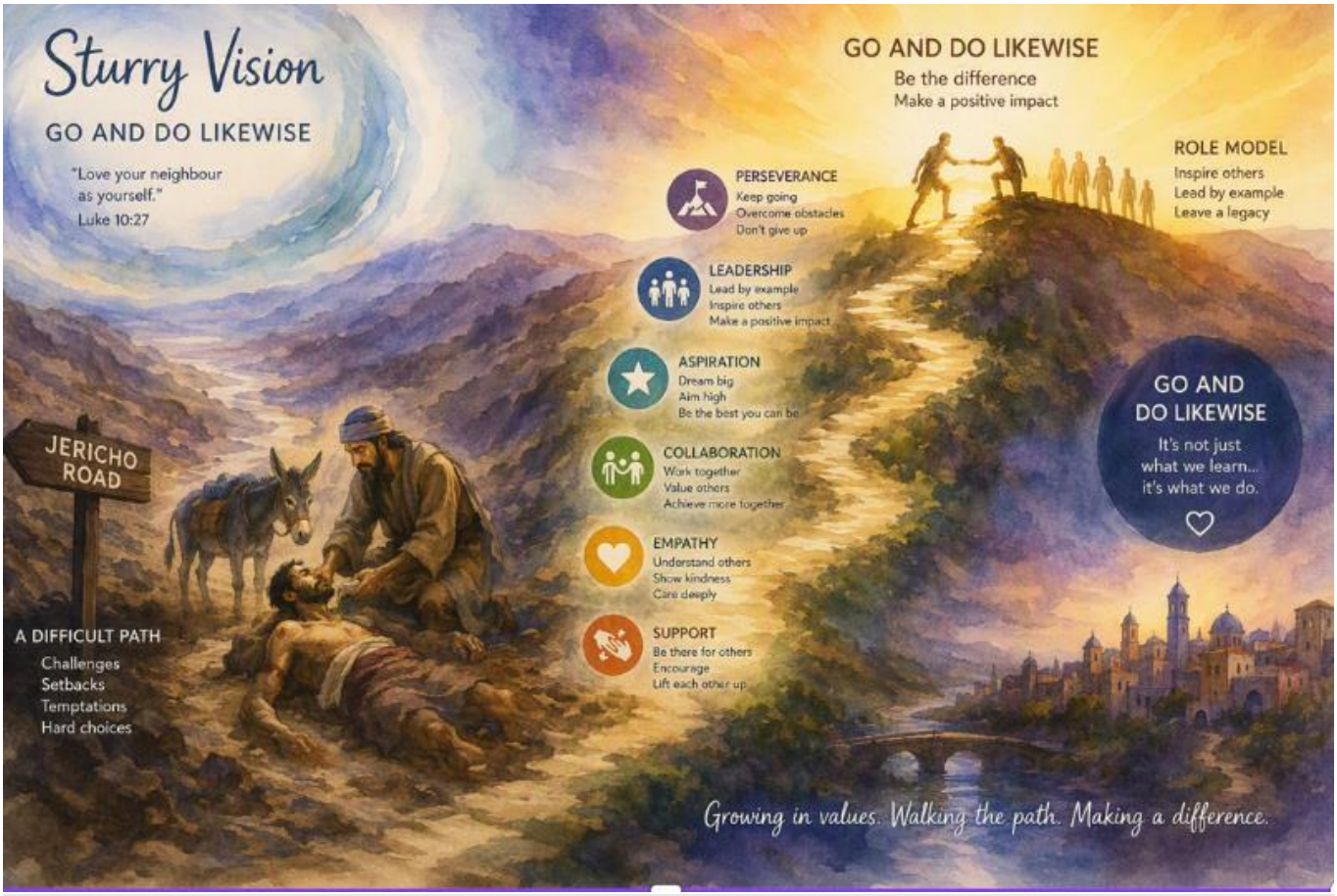
Although derogatory language in all its forms, including homophobic and racist language, is rare at this school, it is always unacceptable. Staff will deal with the misuse of language appropriately. Parents are informed of the use of derogatory, homophobic or racist language and these incidents are recorded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

- **Our Classroom Code Living Our Vision and Values**

- At Sturry, we are inspired by our vision of **"Go and Do Likewise" (Luke 10:27)**. Our Classroom Code helps us put our values into action every day.

Classroom Code	Linked Values	How it helps us live our vision
1. Listen to others and take your turn.	**Collaboration, Empathy**	We value the thoughts and feelings of others, working together respectfully and ensuring everyone has a voice.

2. Listen carefully, follow instructions and do your best.	**Aspiration, Perseverance**	We aim high, challenge ourselves and keep going, even when learning is difficult.
3. Work quietly without disturbing our classmates.	**Support, Collaboration**	We create a positive learning environment where everyone can succeed and flourish together.
4. Always tell the truth.	**Leadership**	We show integrity and lead by example, making good choices and doing what is right.
5. Be helpful, kind and polite.	**Empathy, Support**	Like the Good Samaritan, we care for others, show kindness and make a positive difference.
6. Keep your hands and your feet to yourself.	**Empathy, Support, Leadership**	We respect and care for others, helping everyone feel safe, valued and ready to learn.



Playground Rule	Linked Values	Tag Line	How it helps us live our vision
1. Keep to agreed play areas	**Leadership, Support**	**"Making safe choices for everyone."**	We show responsibility and help keep everyone safe so that all children can enjoy their playtime.

2. Benches are for sitting, quiet games and for reflection.	**Empathy, Aspiration**	**"Pause, reflect, and grow."**	We value quiet moments, think about our choices and make positive decisions that help us flourish.
3. Keep your hands and feet to yourself – be a good friend.	**Empathy, Support**	**"Kind hands, kind hearts."**	We respect personal space, care for others and create a playground where everyone feels safe and included.
4. Be helpful, kind and polite to children and adults – show compassion to those who need it.	**Empathy, Support, Leadership**	**"Be the difference through kindness."**	Like the Good Samaritan, we notice when others need help and choose to act with compassion.
5. Respect other people's games.	**Collaboration, Leadership**	**"Play fair, play together."**	We value others' ideas, include everyone and work together to make playtimes enjoyable for all.

Indoor Lunchtime Rules

Living Our Vision and Values at Lunchtime

Indoor Lunchtime Rule	Linked Values	Tag Line	How it helps us live our vision
1. Line up sensibly.	**Leadership, Support**	**"Ready, respectful, responsible."**	We show self-control and consideration for others, helping lunchtime run smoothly for everyone.
2. Be well-mannered, use please a	**Empathy, Leadership**	**"Good manners show we care."**	We treat others with respect and kindness, demonstrating consideration for everyone in our school community.
3. Talk quietly.	**Empathy, Collaboration**	**"Quiet voices, happy choices."**	We help create a calm and welcoming environment where everyone can enjoy their lunch together.
4. Put your hand up if you want something.	**Leadership, Support**	**"Ask politely, wait patiently."**	We show respect and patience, helping adults and children communicate effectively.

5. Try to keep the tables clean a	**Support, Aspiration**	**"Take pride in our space."**	We care for our environment and do our best to make our dining area pleasant for everyone.
6. Walk around school quietly.	**Perseverance, Leadership**	**"Calm bodies, caring community."**	We make safe and responsible choices that show respect for learning and for other people around us.

Whole-School Conduct Expectations

Living Our Vision and Values Every Day

These expectations help create a predictable, positive environment where everyone can learn, grow and thrive. By following them, we demonstrate our Sturry values and put our vision of "Go and Do Likewise" into action.

Whole-School Conduct Expectation	Linked Values	Tag Line	How it helps us live our vision
1. Children walk safely and quietly around the school.	**Leadership, Support, Empathy**	**"Walk with care, show you care."**	We show respect for others' learning and safety, helping to create a calm and caring school environment.
2. Transitions	**Perseverance, Aspiration, Leadership**	**"Ready to learn, ready to succeed."**	We manage ourselves well, make the most of learning time and strive to be the best we can be.
3. When lining up	**Collaboration, Leadership, Support**	**"Together, ready, respectful."**	We work cooperatively, follow routines and show consideration for everyone around us.

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.

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.

Sturry Rewards System

"Growing in Values. Walking the Path. Making a Difference"

All teachers 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. Teachers should promote the school's Christian values and vision and be mindful that these values and vision underpin all interactions with children. All teachers must follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by doing so, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. Rewards cannot then be removed from any child for poor behaviour.

We reward our children for positive behaviour using a variety of strategies, including:

- Dojo Points.
- Stickers, including Value stickers for those children demonstrating our values.
- Head-teacher's Awards. These can be awarded for any exceptional effort made by a child and is a recognition of their hard work and perseverance.
- Post cards home.
- Attendance postcards.
- Vision and values certificates presented during celebration worship.
- Bookmarks to reward reading.
- Whole class rewards based on children's interests and child voice.
- Individual Value badges.
- VIP Tea – This is a termly event hosted by the Senior Leadership Team to reward children who consistently demonstrate outstanding behaviour.

Individual value badges:

"Steps on the Path". Children earn Steps on the Path when they consistently demonstrate one of the Sturry CE Primary Values:

Perseverance

Leadership

Aspiration

Collaboration

Empathy

Support

Examples of when they may receive a badge:

- Perseverance: Kept trying despite finding work challenging.
- Leadership: Set a positive example for others.
- Aspiration: Produced work beyond expectations.
- Collaboration: Helped the group succeed.
- Empathy: Showed kindness to someone who needed support.

- Support: Encouraged and helped another child.

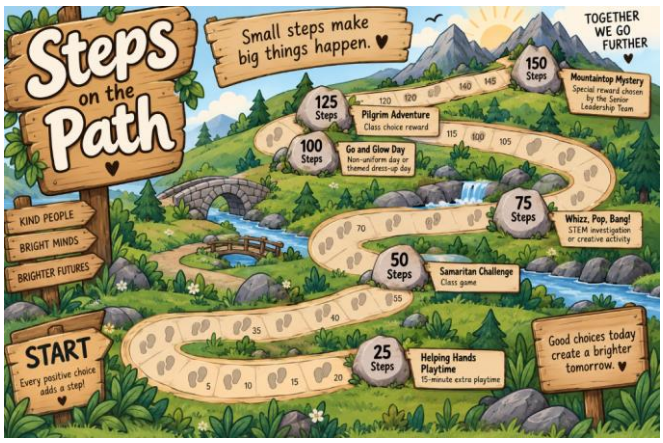
Whole Class Reward System

The Road to Jericho Challenge

Every class has a large visual display showing the journey from:

Jericho Road → Difficult Path → Helping Others → Climbing the Mountain → Go and Do Likewise.

Examples of possible class visuals:



Each day the class receives a Footstep on the Path if the class:

- Follows classroom expectations
- Demonstrates school values
- Works together positively
- Shows readiness for learning
- The class physically moves along the journey display toward the summit

The whole class 'Journey Rewards' is built with the children and based on the children's interests and child voice.

Journey Rewards example:

Steps Earned	Journey Reward	What the Class Receives
10 Steps	**Helping Hands Playtime**	15-minute extra playtime
30 Steps	**Samaritan challenge**	Class game
60 Steps	**Whizz, Pop, Bang!**	STEM investigation or creative activity
100 Steps	**Go and Glow Day**	Non-uniform day or themed dress-up day

125 Steps	**Pilgrim Adventure**	Class choice reward
150 Steps	**Mountaintop Mystery**	Special reward chosen by the Senior Leadership Team

Whole School Celebration

Each week, every class selects one child who has exceptionally demonstrated a value of

Perseverance

Leadership

Aspiration

Collaboration

Empathy

Support

These children are celebrated in worship and they receive a certificate.

Positive behaviour ladder

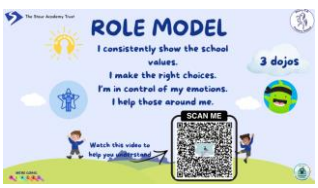
All classes display a positive behaviour ladder and children are encouraged to move up the ladder to achieve success.

Every child starts on the “Ready to Learn” rung of the ladder.

If a child displays poor behaviour a reminder is given verbally and next steps and support are followed. Children’s pegs will not move below “Ready to Learn”.

EYFS and KS1:

KS2:



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 is 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 Spaces

Red regulation cushions are available outside every classroom (Except EYFS where these are within the class) to support children with self-regulation and supported regulation strategies.

Each regulation space is equipped with high-quality, age-appropriate resources tailored to the needs of the class. It is the responsibility of the class teacher to ensure that these resources are maintained, replenished and kept in good condition.

Children may access the regulation space a maximum of **twice within a teaching session**. When using the space, children should use the **five-minute timer** to support independence and ensure that time away from learning remains purposeful and proportionate.

The regulation space is designed to help children regulate emotions, refocus and prepare themselves to return successfully to learning. It should not be used as a consequence or sanction.

Upon returning to the classroom, the teacher or supporting adult should facilitate a brief restorative conversation with the child. This conversation should support the child's emotional regulation, reinforce expectations and help adults assess whether any additional support, adjustments or interventions are required to enable the child to be successful, engaged and able to flourish within the learning environment.

Sturry Principle

"At Sturry, we recognise that children learn best when they feel safe, supported and understood. Regulation spaces provide opportunities for children to pause, regulate and return to learning ready to live our values and 'Go and Do Likewise'."

Restorative Justice

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 collaboration sticker/ Dojo like the other children, if you choose not to join in then you will not be able to have a sticker, Dojo. 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 approach, sanctions, if required, should be applied in the following order:

Within the Classroom:

**Restorative conversations are to happen after every incident and the incident reported onto Arbor.*

Reflection Room

We do not accept any of the following behaviours:

- Physical aggression
- Verbal abuse
- Deliberate disruption
- Deliberate damage to property
- Unsafe behaviour
- Leaving supervision
- Persistent refusal

Any of these behaviours will result in an immediate referral to the Reflection Room. As these behaviours are non-negotiable, no warning will be given.

If the child is calm and able to regulate their emotions, they will remain in class and continue with their learning. The consequence will then be completed at breaktime or lunchtime.
If the child is dysregulated and/or their behaviour is disrupting the learning of others, they will be directed to the Reflection Room immediately. There, they will be supported to regulate or co-regulate with a member of staff before reflecting on their choices through a restorative conversation.
Where appropriate, the child may complete their learning in the Reflection Room, away from their peers, to ensure learning can continue uninterrupted.

TIME OUT SPACE

Each classroom will have a designated Time Out Area to support pupils in making positive behaviour choices and remaining engaged in learning.

A pupil may be directed to the Time Out Area by the teacher if they have not corrected their behaviour following a verbal warning. The purpose of this short period away from their peers is to provide an opportunity for reflection, self-regulation and a reset of expectations.

Pupils may also choose to use the Time Out Area independently when they feel they need space to focus on their learning away from distractions.

The Time Out Area is not intended as a punishment. Its purpose is to support pupils in correcting their behaviour as quickly as possible so that they can successfully reintegrate into the classroom environment and continue learning alongside their peers. Staff will ensure that pupils understand the reason for using the space and will support them in returning to learning promptly and positively.

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.
- Wear a HiViz and carry a walkie talkie.
- 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 by adult who dealt with the behaviour (In person or via Teams) - 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 by the member of staff who dealt with the incident.

Support on the playground:

- Rules are displayed visually.
- Trained Playground Buddies.
- Nurture Playground.
- MUGA – used for football daily.
- Dojo rewards for good behaviour individual and class.
- Adults visual restorative conversation script.
- Consistent approach to behaviour

For persistent misconduct, pupils should be referred to:

- Class teacher
- SENCo/Deputy Head
- Head Teacher

Sanctions for extreme behaviour at playtime:

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 and referred to a member of SLT.

These are:

1. Pre-meditated attack.
2. Unprovoked attack.
3. Using any object with intent to harm.
4. Repeatedly leaving the care of the adults in charge.
5. Refusing and not responding to warnings.
6. 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:

- Inform and engage the whole school and the parents.
- Reduce anxieties surrounding the behaviour.
- Keep to an absolute minimum manual handling of pupils.
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour.
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are (ABC charts).
- Set targets for behaviour that can be systematically rewarded (Immediate, tangible rewards are most effective).
    - Instigate regular and appropriate method of support from the well-being assistant e.g., Lego therapy, drawing and talking, nurture group.
    - Assess extent of behaviour difficulties (Boxall profiles and Leuven scales) and regularly monitor it.
    - Focus on positive behaviour.
    - View unwanted behaviour as communication rather than 'naughtiness'.
    - Support Referral to outside agencies if appropriate.

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 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.

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 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 also the pupil voice. It will be reviewed regularly and all staff given a synopsis of outcomes.

PLAN D (PHYSICAL INTERVENTION)

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

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 if:

1. A pupil is at risk of harming themselves or others.
2. There is serious damage to property.
3. A pupil is 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.

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

- 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 is 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.

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.

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:

- Classroom behaviour ladder.
- 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.

Internal Exclusion

Internal exclusion is an internal school-based sanction in which a pupil is required to work away from their class or peers for a fixed and proportionate period of time. It may be used where behaviour has escalated and a more serious response is required, but where the threshold for suspension has not been met. Internal exclusion will be supervised, recorded, time-limited, educationally purposeful and used alongside appropriate support to help the pupil reintegrate

successfully. It must not be used as an informal suspension or as a way of sending a pupil home.

Suspension

Suspension and permanent exclusion will only be used in accordance with the Trust Suspensions and Exclusions Policy and the current DfE statutory guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Suspension may be used where behaviour is serious or persistent and where other strategies have not been sufficient, or where a serious incident means that suspension is necessary and proportionate. Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Parents/carers will be notified of any suspension or permanent exclusion in line with statutory requirements. The school will provide the required information, including the reason for the decision, the period of suspension or confirmation that the exclusion is permanent, parents' rights to make representations, and any arrangements for education during the period away from school. The pupil's views, age, understanding, SEND and any relevant safeguarding or vulnerability factors will be considered as part of decision-making.

Following any suspension, a reintegration meeting or discussion will normally be arranged before or on the pupil's return to school. This will focus on restoring relationships, identifying support, agreeing expectations and reducing the likelihood of further incidents. A written record of agreed actions will be kept by the school and shared with parents/carers where appropriate. Please see the Trust Suspensions and Exclusions Policy for full procedural detail, including statutory notification, governing board consideration, education from the sixth school day, independent review arrangements and the current DfE requirements for off-site direction, managed moves and separation of pupils for safeguarding purposes.

Permanent exclusion

Where a permanent exclusion is issued, the Trust Board, or its delegated committee, will meet within the statutory timescales to consider whether the pupil should be reinstated. Parents/carers, the pupil where appropriate, the local authority and any other required representatives will be invited in line with the statutory guidance.

If the decision to permanently exclude is upheld, parents/carers will be informed of their right to request an independent review panel and, where relevant, their right to request the involvement of a special educational needs expert.

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.

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.
- Recognition Boards.

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

Liaison will be maintained by established use of the Home-School contact book where appropriate or through face-to-face discussion/phone calls. Parents will be kept informed about their child's behaviour. If it appears that behaviour has to be monitored on a regular basis a special home/school contact book may be started for that specific purpose. The book is written in by the teacher or learning support assistant at the end of each day, or at an agreed specified time and sent home.

The parent writes in it each evening or at agreed times, and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly, monthly etc contribution.

A good behaviour book is also effective. The teacher only records the good things that has done or achieved that day and makes no comments about the bad things.

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.

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.
- Calm down area.
- Reflect.
- QR Codes.

- Anxiety books.
- Inclusion and diversity reflected in our classrooms.
- Inclusion trolleys.

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

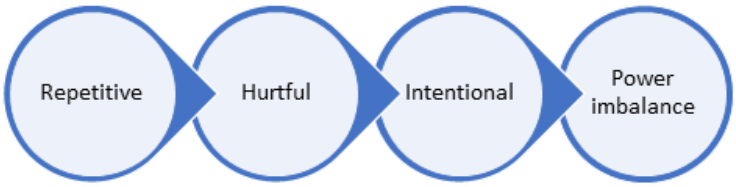
Church of England schools must ensure that their pupils are secure and able to make excellent progress whatever their background. They are invited into a school that aims to provide an education which leads to an abundant life. Every person in the school community is a child of God. At the heart of Christian 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. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other, so that all are welcomed wholeheartedly and with reverence. Each person, in all their unique difference, should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.
The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. Parents are encouraged to inform us immediately if they suspect their child is being bullied or discriminated against. 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.

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.

What is bullying?
There is no legal definition of bullying, however members of Sturry C.E Primary School have an agreed, shared definition of bullying, based on 30 years of research from across the world. This definition is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.

There are four key elements to this definition:



Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals.

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”.

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 protecting against bullying

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement in both primary and secondary schools and can lead to mental health concerns, such as anxiety and depression.
Bullying, either verbal, emotional or physical, will not be tolerated in this school.
It is everyone's responsibility to prevent it from 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.
At Sturry CE Primary, attitudes are also promoted (by all stakeholders) by an understanding of the school's Christian vision and values, where all God's children are valued.

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.
- Involve the school community in developing our policy, including a child/ pupil friendly version of our policy.
- Use assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Build a positive ethos based on respecting and celebrating all types of difference in our school.
- Create a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Have a positive ethos that all pupils, staff and parents understand.
- Ensure work in school develops empathy, social skills and emotional understanding e.g. PSHE, social and emotional learning programmes, circle time and playground buddies.
- Secure the safety of the target of bullying.
- Take actions to stop the bullying from happening again.
- Carry out whole-school learning and reflect on what we have learnt.
- Think about any safeguarding concern and report concerns to a Designated Safeguarding Lead.
- Provide assurances to the child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear messages that the bullying must stop.
- Work with both parties to find solutions.
- Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes, considering what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raise awareness of online bullying through regular e-safety lessons.
- Adopt a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Carry out focussed work with individuals and groups of pupils, who require support in understanding and developing their social skills e.g. social skills groups and nurture groups from our Nurture Lead.
- Ensure playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offer training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.
The school will use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. This will include an anti-bullying theme week. Through discussions and role play, children will explore issues related to bullying and give individual children confidence to deal with bullying, if these situations arise.

Children are also taught awareness of 'Cyber bullying', whether through social network sites, through text messages or 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.)
The school will use trained school 'Buddies' and 'Anti-bullying Ambassadors' 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 adults will remain neutral and will deliberately avoid direct, closed questions, which might be perceived as accusatory or interrogational in style. He or she will ensure each pupil has an opportunity to talk and will keep 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 – including the date, time, place, names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.
Where bullying is persistent or serious, the school will consider appropriate sanctions in line with this Behaviour and Anti-Bullying Policy and the Trust Suspensions and Exclusions Policy. This may include suspension and, in the most serious cases, permanent exclusion. Any decision will be lawful, reasonable, proportionate and made in accordance with current DfE statutory guidance.

Staff will:

- Ensure pupils are supervised at playtimes and lunchtimes.
- Monitor secluded areas, such as toilets, corridors and doorways.
- Observe pupils play patterns and relationships – taking note of children who appear isolated or unhappy and informing 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.

Reporting bullying

In this school, pupils are encouraged to talk to staff when they are unhappy or have a concern. Reflect is also used as a way for children to show how they are feeling that day. Pupils in our school understand that they have a right to feel and be safe and have a responsibility to support others to feel safe and be safe.

Pupils are encouraged to report bullying to:

A trusted adult.

Their class teacher.

Their class TA.

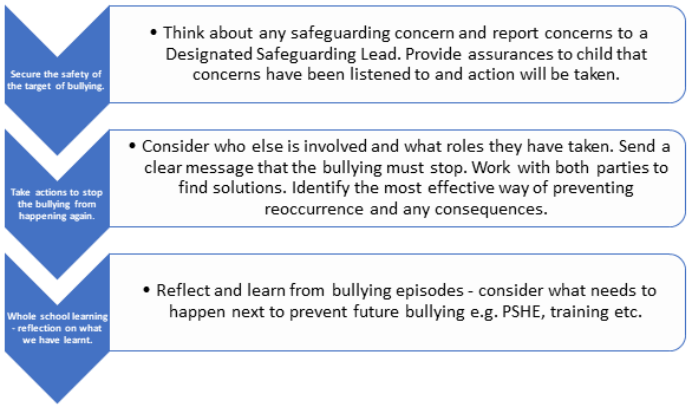
Playground Buddies or our Anti-bullying Ambassadors.

Each class has a ‘worry box’ where children can report their concerns if they do not feel confident speaking to an adult. This can also be reported on the class’s Reflect.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to their class teacher.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.



We monitor and review all bullying incidents to determine any patterns and trends that may require further action.

On a regular basis, we give pupils the opportunity to feedback on how safe and happy they feel at school. We do this through pupil questionnaires and School Council meetings.

All staff are required to report any bullying or prejudice-based incidents onto Arbor when dealing with incidents of bullying. This should be completed as soon as possible and also inform a Designated Safeguarding Lead.

Procedure for parents:

If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is an issue, the matter will be referred to a member of the SLT team. SLT are always informed of any bullying concerns at Sturry C. E. Primary School and the situation is carefully monitored.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with a member of the SLT.

The school will work with both the child and the parents to ensure that any bullying is stopped, and that support is given where needed.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

Monitoring

In light of 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)	**1**

	- Limited effort made in class to complete tasks to a reasonable standard.	
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**

The Stour Academy Trust

Early Years Positive Interactions & Relationships Policy

Effective: September 2025

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

- 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 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 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 reception teacher and the most suitable member of the SLT.

Policy reviewed annually or sooner if guidance changes.